



CENTRAL EUROPEAN UNIVERSITY
CENTER FOR POLICY STUDIES



OPEN SOCIETY FUND
BOSNIA AND HERZEGOVINA

DINO DJIPA

Examination Policy in Universities in B&H: Testing for Discrimination - Case for reforms?

2004



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ACKNOWLEDGEMENTS

We want to use this opportunity to give a special thank to the Open Society Foundation of B&H for including us in their first serie of the Nation Policy Fellowships trainings and our mentor, Mr. Lesli Pal who gave as very usefull advice about the methodology and the style that we used for this report.

We also want to give a special thank to the Prism Research, professional agency for social research and public opinion polls. Prism Research conducted survey research of students as well as statistical analysis of results. We are very proud to have Prism Research associated with us on this project.

REMARKS

THIS REPORT HAS BEEN PRODUCED WITH THE PROFESSIONAL AND FINANCIAL SUPPORT OF THE NATIONAL POLICY FELLOWSHIP PROGRAM OF THE OPEN SOCIETY FOUNDATION OF BOSNIA AND HERZEGOVINA.

THIS REPORT INCLUDES FINDINGS AND RECOMMENDATIONS FROM THE DRAFT REPORT OF THE MAIN RESEARCH. THE FINAL REPORT WILL BE READY FOR PUBLICATION IN EARLY FEBRAURY 2005.

THIS BRIEFING REPORT HAS BEEN PRODUCED FOR THE INTERNAL USE OF THE WORKING GROUP FOR THE REFORM OF ADMISSION PROCEDURES AND ORGANIZATION OF EXAMINATIONS.

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A FULL TEXT OF THIS REPORT IS AVAILABLE UPON REQUEST.

**DINO ĐIPA
RESEARCH DIRECTOR**

EXECUTIVE SUMMARY

The development of a country is based fundamentally on the will of people who have the necessary knowledge and skills, or more precisely, on the human capital of a country. Human capital is first and foremost created through the educational system, and importantly through higher education in the universities. It is difficult to imagine progress of a country in the modern world without people who have the necessary skills and knowledge vital in bridging the already wide technological gap relative to developed countries.

For these reasons it is clear that education, and above all, higher education is one of the most vital priorities in the reform process in B&H. In the course of 2004, the Council of Ministers adopted the Medium Term Development Strategy for the period of 2004 to 2007 in which a section is devoted to education reform. In relation to higher education, one of the first priorities set was the adoption of the Higher Education Framework Legislation on the state level. As this law was not adopted, and remains unclear when it will be, it seems that essential higher education reform in B&H has been stopped short in its first and vital steps.

In this study we pose one simple question – does this really have to be the case?

In this study, our answer to that question is negative. Some of the key reforms to the higher education system in B&H that have the most effect on the improvement in quality of studies can and have to be conducted through existing legislation. Not passing the Higher Education Framework Legislation must not be an excuse for stopping the vital reform process in higher education. Stopping these reforms means, in our opinion, putting at risk the long-term development of Bosnia and Herzegovina, and with that its political and economic stability. For the bringing of some key reforms in higher education, the existing legislation provides enough room for fairly radical changes for the better. What is needed is the will to start that process.

To date there have been many arguments made for the urgent reform of higher education in universities in Bosnia and Herzegovina. In this study we endeavor to provide one more argument that has rarely been mentioned in the context of discussion about higher education reform in B&H, and about which there has been little research, analysis or discussion. This argument is one of human rights, primarily the protection of students against discrimination on the basis of ethnicity, religion, gender, or some other personal characteristics. This argument seems to be of particular significance in B&H in which the European Declaration of Human Rights is an integral part of the B&H constitutions (Dayton Accords).

In that context, this study endeavors to establish to what degree the existing assessment/examination policy is subject to (un)purposeful discrimination against students on the basis of their personal characteristics, primarily ethnicity and gender. A positive finding in this enquiry would be yet another reason for urgent reform in what is a very important aspect of higher education reform in B&H. In this study we have conducted an analysis of existing legislation that regulates the area of student assessment/examination policy, and a review of standard practices in other countries, primarily those in the European Union.

This study has resulted in key recommendations about the ways in which the current student assessment/examination policy should be changed to be in accordance with standard world practices and the stop discrimination toward students in grading on the basis of their personal characteristics, primarily ethnicity and gender.

Following are the key findings and recommendations of this study:

KEY FINDINGS

1. Among the total 26 courses considered from 3 different faculties of the University of Sarajevo, we found a statistically significant effect of the professor and student ethnicity in 11 subjects, while the effect of gender was confirmed in 10 different subjects. Of all 26 observed subjects, both these effects were confirmed in 10 subjects. In a total of 6 subjects, the effect of gender or ethnicity was confirmed on the average grade (on verbal or written part of exam). This means that this study confirmed the existence of a number of direct or indirect indicators of the existence of discrimination in the grading of students on the basis of their ethnicity or gender. The small sample that this study was conducted on calls for this finding to be confirmed on a larger sample and use of multivariate analysis in order to control for all factors.
2. Students in B&H consider that the manner of organizing exams and corruption in the enrolment process are two of the most important issues facing their faculties currently.
3. Three-quarters of students interviewed report that they are somewhat satisfied with their course of study (73.6%).
4. In most cases (80.4%), students from different universities in B&H consider that the testing of knowledge of students is generally objective.
5. Students generally consider that written and verbal examination methods are equally objective and equally fair to the student in the prevailing circumstances; although students of the University of Sarajevo express a preference toward written examinations.
6. In relation to preferred forms of evaluation, comparing one-off evaluation in an exam or continuous evaluation, most students consider that continued evaluation would result in greater objectivity in the evaluation of student knowledge.
7. One in five students interviewed considers that the current system of evaluation of knowledge is prone to some form of discrimination.
8. Somewhat less than half of students interviewed report that corruption is present in their university faculty/department to some degree.
9. The most frequent form of corruption, in the opinion of students, is getting pass grades on exams through connections, and enrolment in university faculties/departments outside of the merit and exam based ranking list. Almost 2/3 of students interviewed report that these forms of corruption are present at their universities.
10. The majority of students interviewed consider that the general situation in the society, the non-functioning of the rule of law, the passive attitude of government to the problems of corruption, and the very mentality of people here, are factors that in the greatest measure uphold the presence of corruption in universities.

11. The most common forms of sexual harassment present in faculties in B&H, according to students interviewed, include categories of behavior such as: insulting female intelligence, making inferences of females as sex objects through telling of inappropriate jokes, milder criteria towards female students who dress more provocatively, etc.

12. Over a half of all students interviewed consider that the current system of organizing exams and assessment of student knowledge is in large or at least some measure contributes to the manifestation of corruption and sexual harassment in faculties. Upon making a review we can draw the following conclusions:

13. Assessment/examination policies in universities in Bosnia and Herzegovina are regulated primarily through faculty statutes – independent members of the University. The University statute and the existing laws on higher education do not provide even the most basic directions in this area. The consequence of this highly decentralized regulation in this area is that it does not provide for consistent and equal principles and standards.

14. It seems that there is a large gap between the regulations on the one hand and the application or practical application of these on the other. As in many other areas of life in B&H, it is a particular challenge in the current political situation to reach a compromise in drafting and passing of legislation; but it an equal, if not greater, challenge to implement and ensure adherence to laws, rules and regulations in practice.

15. When we compare the situation in B&H with some standard practices in other countries, we might say that the main difference is in the part that relates to practice and not so much that relating to regulations themselves. What we do find is that the assessment/examination policy in B&H is not sufficiently developed and detailed, or institutionalized. There are too many very important points that are left as a discretionary right of professors; and what is more, there is no institutional mechanism that conducts control of that policy.

16. In defining the fundamental principles of student assessment and examination policies under the circumstances prevailing in Bosnia and Herzegovina, it is necessary to take into account practices in other countries, particularly in the European Union; but it is also necessary to take into account the specific characteristics of Bosnia and Herzegovina.

KEY POLICY RECOMMENDATIONS

1. Complete regulations about assessment/examination policies should be defined at the University level by University statutes. It is favorable, but not essential that this be conducted on certain common principles common for the whole country. Faculties would be obliged to respect these and build them into their own statutes in a measure that does not violate the letter and spirit of the University Statute.

2. It is necessary that there exist in every University a body that will conduct regular supervision and control of the implementation of student assessment/examination policies.

3. Even though it cannot be said that it is a broadly accepted standard, under conditions in Bosnia and Herzegovina we consider that it is essential to introduce full protection of

student identity in exams. Protection of student identity would be practiced so that all work submitted for assessment by students in exams would have their student code. Students would access exams with their own unique student code and would sign all exams with this code.

4. Protection of student identity means that the vast majority of all exams would be written. Only in very particular cases is it necessary to organize verbal exams. Written exams have to be in accordance with the curriculum, lecture content, and practical exercises conducted in the course of studies.

5. It is necessary to establish a procedure where, from time to time, a check was made of the metrical characteristics of written tests (reliability, validity, objectivity) using set standard procedures.

6. Assessment of student knowledge should be continuous. This means that the work of students should be assessed over the course of the whole year. Principles should define only the basic elements of continuous assessment, points system, assessment, and minimum pass criteria.

7. Student exams can still be organized during an optimal two 'examination periods' in the course of a year – winter and summer periods, with one compensatory period in September.

8. It is necessary to change the policy of pass criteria in the following two ways:

- a. A student will permanently lose their right to continue studies if they do not pass $\frac{1}{2}$ (or some other number) of subjects in one year of study.
- b. Stop the current practice of carrying over exams from one year into the next. Students would be allowed continuation into the next year of study only with payment and if they achieve the required minimum number of points in a given subject by a set date.

9. Planning of all examination dates should be made at the very start of the academic year. This relates primarily to partial and final exams. The process of organizing exams can be rationalized so that students from a number of departments, or even faculties can sit for their exam at the same time.

INTRODUCTION

In May 2004, Bosnia and Herzegovina experienced one of the most serious shocks on the difficult path of post-war recovery, transition, and reform. The state parliament of B&H rejected the proposed Law on Higher Education that had been prepared over an extended period of time by domestic and foreign experts, and the development of which was supported by the World Bank. This proposed Law foresaw the complete reorganization and restructuring of the higher education system in B&H and its adjustment to generally adopted standards, conventions and declarations. The proposed Law, among other things, foresaw the decomposition of faculties as separate legal entities and the treatment of the University as a single legal entity. This proposed Law included reforms essential for the introduction of the European accreditation system of studies (ETCS), the certification of universities and faculties, and the assurance of quality control etc. To our knowledge, at the time of writing of this text, 8 months after rejection of the law by the state parliament, the law still has not been agreed to by the major political parties and it is not known if and when this may happen. The question arises above how important this is at this time to the future of Bosnia and Herzegovina. Our response to that question is that it is of vital importance.

The development of a country is based fundamentally on the will of people who have the necessary knowledge and skills, or more precisely, on the human capital of a country. Human capital is first and foremost created through the educational system, and importantly through higher education in the universities. It is difficult to imagine progress of a country in the modern world without people who have the necessary skills and knowledge vital in bridging the already wide technological gap relative to developed countries. To reiterate, these people are primarily formed in higher education institutions such as universities.

In the course and as a direct result of the war, Bosnia and Herzegovina has experienced an enormous demographic loss, primarily of young people and professionals in various fields. The overall education system of the country, and particularly higher education, has suffered enormous damage through the loss of teaching staff in terms of both professors and assistants, and serious damage to infrastructure. For these reasons, the opportunities for the revitalization and development of human capital in B&H have been very limited. In the past 12 years, this damaged system of higher education in Bosnia and Herzegovina has produced 12 new generations of professionals in various fields, of whom, unfortunately, a significant number have already emigrated abroad. According to the NHDR study of the UNDP¹, 62% of young people would leave B&H to live in another country if presented with the opportunity. The main reason for this discouraging attitude is the inability to gain a quality education and unemployment.

For these reasons it is clear that education, and above all, higher education is one of the most vital priorities in the reform process in B&H. In the course of 2004, the Council of Ministers adopted the Medium Term Development Strategy for the period of 2004 to 2007 in which a section is devoted to education reform. In relation to higher education, one of the first priorities set was the adoption of the Higher Education Framework Legislation on the state level. As this law was not adopted, and remains unclear when it will be, it seems that essential higher education reform in B&H has been stopped short in its first and vital steps.

In this study we pose one simple question – does this really have to be the case?

¹ National Human Development Report for Bosnia and Herzegovina (2002), UNDP Bosnia and Herzegovina

In this study, our answer to that question is negative. Some of the key reforms to the higher education system in B&H that have the most effect on the improvement in quality of studies can and have to be conducted through existing legislation. Not passing the Higher Education Framework Legislation must not be an excuse for stopping the vital reform process in higher education. Stopping these reforms means, in our opinion, putting at risk the long-term development of Bosnia and Herzegovina, and with that its political and economic stability. For the bringing of some key reforms in higher education, the existing legislation provides enough room for fairly radical changes for the better. What is needed is the will to start that process.

In any case, the proposed Law did not deal with some very important organizational – technical issues such as, for example, the method and criteria for the appointment and re-appointment of teaching personnel, assessment/examination organization system, and the monitoring and evaluation of the overall teaching process. These are the very issues that may have the most effect on the perception of quality of studies by all stakeholders, first and foremost students, but also teaching personnel.

In this study, we focus primarily on one of these issues: assessment/examination policy. We believe that reforms in this area are very important, because based upon the system of assessment/examination important evaluation and decisions are made about whether a student has acquired knowledge and skills to a sufficient degree to be awarded the title of an academic citizen, and on the basis of this to be entrusted with professional title and responsibilities.

There are many evident reasons that that area of assessment/examination policy is in need of urgent reform. Here we will mention only those that are most often cited.

It is 'common knowledge' that corruption in faculties is most concentrated on the enrollment of new students and the assessment of examinations. At some faculties students even discuss openly the «pricelist» for individual examinations (how much it is necessary to pay in order to pass a certain exam). Furthermore, there is awareness of cases of sexual harassment of students by professors in certain subjects/examinations, or various forms of 'blackmailing' of students through examinations.

The current situation on the issue of assessment/examination of students in faculties in B&H is most clearly reflected in the fact that assessment policy decisions and conduct is the responsibility of each faculty separately and not the University of which the faculty is a constituent part. Assessment/examination policy of students is generally regulated in the Statute of the faculty. The Statute of the University only defines some general principles in indirect relation to the assessment system. The consequence of this situation is that in most cases examinations are organized at times that most suit professors. In most faculties students are informed of examination times only a couple of weeks before the start of examination periods. It is common practice that examination times are changed at the last minute, or that professors simply do not show up at the appointed time.

In our opinion, that which is most important in relation to this issue is that for the majority of examinations there is both a written and a verbal examination conducted. Verbal examinations are reputed to be prone to various assessment biases, and we believe to influence of certain characteristics of the examiner and the student that are unrelated to testing of knowledge. A

separate, but still very important issue is evaluation and validity of the examination system – what is the real relation of the level of knowledge of the student with the grade that the student is given and some independent, external knowledge criteria – and to what degree that system of assessment is reliable and prone to errors.

All of these are very important arguments for the reform of higher education in universities in Bosnia and Herzegovina. In this study we endeavor to provide one more argument that has rarely been mentioned in the context of discussion about higher education reform in B&H, and about which there has been little research, analysis or discussion. This argument is one of human rights, primarily the protection of students against discrimination on the basis of ethnicity, religion, gender, or some other personal characteristics. This argument seems to be of particular significance in B&H in which the European Declaration of Human Rights is an integral part of the B&H constitutions (Dayton Accords).

In that context, this study endeavors to establish to what degree the existing assessment/examination policy is subject to (un)purposeful discrimination against students on the basis of their personal characteristics, primarily ethnicity and gender.

In view of all stated, we believe that the current system of assessment in B&H faculties is outdated, non-transparent, undemocratic, and completely unaligned with best practices in the leading European and other foreign universities. The current system is very fertile ground for the (un)intentional discrimination of students on the basis of their ethnicity, religious affiliation, sex, social origin, and what is more, for the incidence and development of corruption, and sexual harassment of students; all of this resulting in a weakening of the reputability and credibility of certain course of study, and with that their real value in society.

As far as we have been able to establish, to date in Bosnia and Herzegovina, but also in the broader region, there have not been any empirical or any other type of studies conducted on the subject of the impact of organization, reliability, and validity of the assessment/examination system in faculties towards the discrimination of students on the basis of their ethnic, religious, sex or other characteristics.

RATIONALE OF THE STUDY

As we have already mentioned, an important and vital precondition for the development of every country is to have people with knowledge. Such people are generally 'created' at universities. For this reason we believe that higher education reform, or university reform, is one the most important preconditions for the further development of Bosnia and Herzegovina. However, even if the Law on Higher Education was passed, that will not guarantee that the knowledge that students acquire through their studies will be objectively evaluated or assessed.

In order to check to what degree the grades that students are given in written and verbal examinations are actually related to their level of knowledge and not other of their or their professors' characteristics, we conducted research with the following main objectives:

1. To compare the current assessment policies of students in B&H with standard practices in EU, and on the basis of that comparison to define possible directions of reform to the current assessment system in B&H.
2. To establish whether through the existing system there is a practice or tendency to discrimination of students based on their ethnicity and sex
3. To establish to what degree the perception of corruption is present and what is the relation between of the perception of corruption with the assessment system of students
4. To establish to what degree students are exposed to sexual harassment in examination situations
5. To determine the proposals and suggestions for the reform of the current assessment system

We conducted this research in two parts, the first part of which will be a desk study.

In the framework of the desk study we obtained relevant data about "examination policies" in EU. In this desk study we analyzed all documents in the public domain at domestic universities through which methods of student assessment are currently regulated. Also, all available documentation and information regarding student assessment policy about domestic universities were collected and analyzed. The concrete result of this research is an overview of standard or best practices from EU and comparison of these practices with the current practices at B&H universities and faculties.

The second part of the research is comprised of a survey of students in Sarajevo, Banjaluka and Mostar University. In this survey used a combination of face-to-face / personal and self-administered interviews. Specially trained interviewers recruited potential respondents – students and in face-to-face contact with them explained the overall purpose of the research. They then showed the potential respondent the questionnaire and explained the method of responding the questions in the survey questionnaire. After this, the interviewer asked the respondent to complete the survey questionnaire in the absence of the interviewer. Interviewers later came back to collect the completed questionnaire.

It is important to note that in research conducted to date about discrimination in education, a typical approach used was analysis of student enrolment relative to certain of their characteristics. There was almost always the assumption that professors are a very reliable and valid instrument for the measurement of the level of knowledge of students, and that they are not subject to the influence of some of their prejudices, typical assessment errors, etc. For this reason we consider that it is very necessary and important to test whether discrimination is present in this way, particularly having in view that discrimination in assessment and examinations is difficult to establish or prove.

Having in view the deep divisions in Bosnia and Herzegovina which are constitutional, political and psychological, it seems very important to check whether and in what ways the existing divisions are manifest in ways that we are not even aware of, or that we have never discussed. Furthermore, in B&H there has been conducted very little research dealing with Universities, which is somewhat unusual as the majority of research in this and other countries is conducted by professors, engaging their students. This situation may be the reflexive individual inclination to sooner 'deal' with the issues of others rather than their own.

Following is the analysis of findings of the desk study, followed by findings and analysis of the student survey conducted.

DESK STUDY

Introduction

In this part of the study we dealt exclusively with legislation that regulates the field of higher education, particularly that regulating assessment/examination policy. We have organized this analysis in the following manner:

1. Current Legislation of Higher Education in B&H
2. Student assessment/Examination policies at B&H universities
3. Conducted evaluations and reports
4. Draft of the Framework Law on Higher Education in B&H
5. Declarations on High Educations
6. Student Assessment/Examination policies in the EU

This order is dictated by the need to first conduct a review of existing legislation that regulates assessment/examination policy in current laws on higher education, and in the statutes of universities and faculties. After this we considered it very important to consult evaluations and reviews of the state of higher education in B&H conducted by a number of domestic and international organizations and institutions.

Given that the purpose of this study is to recommend policy directions to all key decision makers in the field of higher education in B&H in the reform of current assessment/examination policy, we considered it important to consult the policies related to this foreseen in the draft proposal of the framework Law on Higher Education, and the most important Declarations about Higher Education that treat these issues and to which B&H as a state is a signatory.

Finally, in the aim of making a comparative analysis between the current situation in B&H and the current student assessment/examination policies in the countries of the European Union, we have made a review of the current legislation in EU.

On the basis of the reviews and analyses conducted we have drawn some conclusions.

Current Legislation of Higher Education in B&H

The present structures of higher education in Bosnia and Herzegovina are fragmented. The authority over higher education in both B&H entities is not equally distributed. For example, in Republika Srpska the authority over higher education is centralized at the entity level. In the Federation of Bosnia and Herzegovina it is vested with the cantons. We have to point out that not all cantons have higher education institutions. Let's look at what one of the most authoritative reviews of the system of higher education in Bosnia and Herzegovina says about that, "...Most of the seven universities are (as in former Yugoslavia) loose associations of autonomous faculties and other institutions, numbering over 75 in all. In addition, no legislation or procedural mechanisms ensure the homogeneity of academic standards or allow the comparative assessment of the performance of academic institutions. Higher education in Bosnia and Herzegovina thus faces unresolved issues of governance at the levels both of coordination and the management of institutions. These interlock with and exacerbate the substantive problems of quality of provision and funding... The Dayton Peace Agreement gave legal authority for education within the Federation to the cantons, and this authority was further reiterated in the Federation Constitution. The shift of educational authority to the cantons meant each canton had the legal right to govern and manage its own educational system, including higher education even though some cantons do not have higher education establishments... The decentralization of governance to entities and, in the Federation of Bosnia and Herzegovina, to cantons, took place in the absence of any agreements on general principles of coordination. Cantonal parliaments in the Federation are indeed establishing their own laws for higher education."²

In review of the current legislation on higher education in B&H, we will look primarily at the cantonal law on higher education of Canton Sarajevo where the largest and oldest university in B&H is located. As the focal point of this research study is student assessment/examination policies in universities in B&H, our policy analysis will be concentrated only on legal sections related to that subject area.

Higher education in Sarajevo Canton has been regulated by the Law on Higher Education which was proposed and released by the Sarajevo Canton Assembly after the proceeding of Oct 4, 1999, and as such is still being enforced until the state parliament of B&H adopts the proposed Law on Higher Education that had been prepared by domestic and foreign experts.

Under the current Law on Higher Education it is stated that the institutions for higher education (universities), beside other matters related to the Law on Institutions, regulate matters such as:

- Time for conducting lectures
- Examination dates
- Procedures for informing students about their fulfilling and maintaining their rights and responsibilities toward the lecture, date and place of conducting the exams, results of the examinations as well as fulfilling other student responsibilities.
- Right on a grade appeal

² Education in Bosnia: Governance, Finance and Administration, report by the Council of Europe to the World Bank, 10. November 1999, pg. 38

- ... and that according to Article 64. *‘the student assessment is conducted by the grading scale from 5 (five) to 10. The grade of 6 (six) is the lowest passing grade.’*³

This is the only place in the entire text of the law that mentions student assessment and examinations.

Based on the aforementioned regulations, we can come to a conclusion that the policy on student assessment is not clearly regulated under the existing Cantonal Law on Higher Education in Canton Sarajevo.

This only indicates that the lack of examination policies creates enough room for universities to regulate such policies on their own.

Student assessment/Examination policies at B&H universities

As we have shown, the current law on higher education in Canton Sarajevo mentions student assessment/examinations explicitly only in the context of areas that the law regulates, the manner of grading students, and pass criteria. Now we will look a level lower and see how this area is regulated in the University Statute, and the faculty statutes. In relation to the University Statute, we will deal mainly with the Statute of the University of Sarajevo, and the statutes of several faculties. All of these statutes are fairly similar to one another in the formal sense; however there are certain differences in content.

A. University Statutes

All institutional procedures and regulations of the universities in B&H are embedded in their statutes. In relation to examination policies of the University⁴, the Statute names the regulations and procedures related to organization and conduct of the student knowledge assessment. These policies are described under the section The Rights and Responsibilities of students during the studies. According to the Statute, *“...the Dean or the Director of the postgraduate or graduate studies introduces the students to the study program, as well to the responsibilities and the study regime and all other procedures related to taking exams. Exams are to be taken in the following examination timeframes:*

1. *April*
2. *June-July*
3. *September-October*
4. *January-February in the next calendar year...*⁵”

³ On the basis of clause 12.item 1.point b. and clause 18. Item 1. point b. Constitution of Canton Sarajevo (“Government Gazette of Canton Sarajevo”, no. 1/96, 16/97, 2/96 and 3/96), Assembly of Canton Sarajevo, session held on 4th October 1999.

⁴ As an example we use the Statute of University of Sarajevo. The regulations of the university of Sarajevo brought on the basis of clause 27. Law on Institutions (“Government Gazette of the Republic of Bosnia and Herzegovina”, number: 6/92, 8/93 and 13/94), and in accordance with clause 114 Law of Higher Education of Canton Sarajevo (“Government Gazette of Canton Sarajevo”, number 17/99) the board of directors of the University of Sarajevo, in its 6. session held on 11 October 2000.

⁵ Regulations of universities in Sarajevo brought on the basis of clause 27 Law on Institutions (“Government Gazette of the Republic of Bosnia and Herzegovina”, number: 6/92, 8/93 and 13/94), and in accordance with clause 114 Law on Higher Education of Canton Sarajevo (“Government Gazette of Canton Sarajevo”, number 17/99) The board of directors of the University of Sarajevo, in its 6. session held on 11 October 2000.

Exams are to be conducted according to schedule, which has to be announced publicly on the Announcement Board 15 days prior to the determined examination date. The examinations schedule has to be scheduled in such manner so that no student should have two exams scheduled on the same day. The exams may be conducted in the oral, verbal or oral-verbal form. The student takes the exam in front of the professor.

In case that a student is not pleased with the grade given, he/she can make an appeal and retake the exam in front of the commission.

Student knowledge and skills are assessed according to the determined Law and with: the grade of 5 (student failing the exam), the grade of 6 (the lowest passing grade), the grade of 7 (the student with a good academic performance), the grade of 8 (very good), and the grade of 9 and 10 (excellent academic performance). The student who is not pleased with the grade given can make an appeal to the Dean or the Director of the study program within 24 hours requesting the exam to be re-taken in front the commission. The exam repeated before the commission that was appointed by the Dean has to take place within 48 hours after the decision of the Dean has been made.

The student can take the exam in front of the professor maximum three times after he/she has to be examined in front of the commission.⁶

The Statute of the University only generally presents the framework under which are regulated student assessment and examination policies.

B. Statutes of faculties in Bosnia and Herzegovina

There are 7 main universities in Bosnia and Herzegovina: University in Mostar, Dzemal Bijedic University of Mostar, University of Sarajevo, University of Bihac, University of Banja Luka, University of Srpsko Sarajevo and University of Tuzla.

Most universities in B&H are traditionally organized with faculties of economy, law, agronomy, civil engineering, philosophy (often dealing with pedagogy and that in most universities would be so titled) and others. Each faculty represents a constituent part of the University but operates independently. Since the statute of the University describes rules and regulations of the conduct of lectures and exams, faculties in B&H operate under that framework.

However, faculties as legally chartered institutions with financial and academic autonomy tend to formulate their own statutes. *“...They adopt different admission and tuition practices for students, as well as different salary scales and recruiting standards and procedures for staff, even within the same University. Upwards delegation is inhibited by lopsided (one unit – one vote) representation on University governing bodies. These arrangements create unaffordable inefficiencies and redundancies; it ties students to faculties, freezes course structure, prohibits university-based planning and management, and weakens the external*

⁶ Regulations of the University of Sarajevo brought on the basis of clause 27 Law of Institutions (“Government Gazette of the Republic of Bosnia and Herzegovina”, number: 6/92, 8/93 and 13/94), in accordance with clause 114 Law on Higher Education of Canton Sarajevo (“Government Gazette of Canton Sarajevo”, number 17/99) The board of directors of the University of Sarajevo, in its 6. session held on 11 October 2000.

relations of the institution. It exacts a high price in terms of quality, efficiency, accountability, and national and international recognition and co-operation... ”⁷

The Statutes of faculties more or less provide only basic rules regarding final exams. Each faculty makes rules and regulations independently, and these regulations are usually a copy of the general statute of the University. Nevertheless, some of the faculties have different Statutes adjusted more to the concrete study. Only some of the faculties have available statute in their web presentations, which is the contrary to the world's best practices.

Faculties' policies related to exams mostly involve rules considering taking exams, grading and kinds of exams. Statutes lack precise definition of conducting the exam, criteria and kinds of grading.

According to Statutes of faculties, curriculums for each subject determine content of the subject, way of conducting the classes, taking exams and mandatory textbooks and manuals on which exams are based. The professor who lectures the subject prepares curriculum with the Board of professors. The curriculum is published on the Announcement Board of the University or in other convenient ways.

However, it seems that different professors, departments or universities have different policies regarding final examinations and studying in general. Those different policies sometimes are not specified in present Statutes. Beside that, it is a matter of question whether those rules are obeyed or not in faculties in Bosnia and Herzegovina. Because of that it is very hard to determine what kinds of policies exist at faculties in Bosnia and Herzegovina.

In this section we will give an overview of the main articles in the statutes of faculties that regulate student assessment and examinations. In the review of faculty statutes, we will use those of several faculties of the University of Sarajevo that were available at the time of this study.

1. Informing students

According to Article 80 of Economy Faculty of University of Sarajevo, “... the *Faculty should inform students about curriculum and program of study, in appropriate way at the start of school year, as well as of study rules, obligations and students' responsibilities, and about all-important issues regarding the process of studying on Faculty...*”

According to the statute of faculties, final examinations should be scheduled by timeframe published on Board 15 days before the final examinations date. Professor with approval by Board is responsible of determination of exam date.

Professors must determinate and announce method of examinations in advance. However, sometimes only information on method of examination is the one that exam is oral. Because of that, students very often are not aware of criteria of knowledge and what is considered as a passing grade.

Professors set out exam's questions using their own criteria for assessment of knowledge.

⁷ Education in Bosnia: Governance, Finance and Administration, report by the Council of Europe to the World Bank, 10. November 1999, pg. 38

Similar situations appear when it comes to publishing of exams results. Results are published on notice board. According to some statutes, there is no accurate time frame, or deadline of publishing of examinations results; therefore students often are waiting for results for days or weeks after exams.

2. Examinations terms

According to the Statutes of faculties, examinations terms should be announced on The Announcement Board, before beginning of the school year. Departments determine examinations terms. Examinations are held on January -February, June -July and September term, and on some faculties on April term as well. At some universities there are no restrictions regarding date and terms of examinations date, so it is common that those dates are set out in the way, which suit the best the professors and not to students. Sometimes, statutes don't have rules, responsibilities or obligation in case of canceling of exams by professors. So it is possible to cancel exams and set a new date whenever it is suitable to professors.

According to the Statutes of faculties, when determining exams term, students recommendations should be consider. Also, it is necessary to assure that student don't have two exams in one day.

The Statutes of faculties do not define length of examination. However, at B&H universities exams are mostly oral, so students often wait in front of the classroom for hours for their turn, because professor assess or evaluate students one by one. Therefore, students sometimes are waiting for their turn for five or six hours, which can influence on their performance on result of the exam in total.

3. Providing conditions

Universities are responsible to provide the best condition for conducting examinations and to prevent all disruption and distraction factors. However, on B&H Statutes, University responsibilities during examinations often are not determinate. As a result of that, students often don't know in what classroom exam should be held, and due to bad infrastructures on some universities, basic conditions for work are not fulfilled. Sometimes, students spend more time on hallway waiting for their turn for assessment than in the actual classrooms.

4. Tests and assessments methods

According to the Statutes of faculties, subject's teacher in consultation to the Board defines method of assessments. Basically, subject professors and teachers have full right and freedom to choose method of examinations and criteria of assessment. Method and system of the assessment, passing and non-passing grade, and rules of construction of tests are not mentioned at all. That information should be in the Study curriculum and program, set by subject professor in cooperation with Board.

Since the majority of examinations are in oral and written form, professor alone determine examinations questions, subjects area, evaluation and assessment of student knowledge. Usually, the same professor who teach specific subject, later assess the knowledge of students.

Examinations grades are given or set exclusive by professor. Dean, vice-dean or some other person does not have insight in assessment. They are not responsible for approval of grade.

Meanwhile, according to the Statutes, there are some rules set to assure objectivity and validity of examinations. In fact, according to the Statues student has right to pass or take the test in one subject and at the same professor only three times. Forth time examinations are held in front of special Committee. According to EUA report⁸ students often try to pass one exams more than 4 times, and never get to the Committee.

5. Rule of conduct during examinations and student responsibilities

Rule of Conduct during the examination are set as a disciplinary responsibility of students. *“Article 89. Due to misconduct, done by own fault, student should be responsible disciplinary and financially. Detailed rules and disciplinary obligation could be found in the Regulation book set by Board of Administrative...”*⁹

Some of the Rules of Conduct related to the examination policies are:

“...Student arrival on classroom, examination and in Faculty as well, in drunk, inappropriate way, disturbance of the lecture and examinations, applying for exam for other person or for exam which according to Regulation book is not entitled to, using of not permitted equipment on exam or taking the exams against the Rulebook...For misconduct of academic rules and discipline, following measures can be determinate: «warning» or «public warning».

6. Equity, anonymity and discrimination

According to the Statues, expression of nationalistic, religions, races or other hostilities is the one of the major violation of discipline.

According to the Statutes, it is not clearly defined right to anonymity during the examinations process. Since the majority of exams are oral, anonymity is very hard to assure. According to statues, professor is permitted to identify students, by seeing their Index or ID. Beside that, before taking exams student must give Index to professor, where all personal information and information regarded to study are visible. Therefore, even before assessment start, professor has insight of all personal information such as year, social background, and previous grade from other subjects.

Even in written form of test, students must write their full name on examination paper.

⁸ EUA, Program of institutional evaluation (2004)

⁹ Faculty of Economy, University of Sarajevo, Statute (2004).

Conducted evaluations and reports

The Council of Europe as well as other international organizations such as the OHR, the OSCE, the World Bank, local ministries and other individuals have invested a lot of time in the implementation of the European practices in the area of higher education in Bosnia and Herzegovina. There are several projects launched by the Council of Europe, which aimed to institutional development of the B&H universities as well as, a number of other efforts made for the creation of conditions to maintain the highest standards and criteria of education and improve the quality of education in Bosnia and Herzegovina.

This review will focus on few project reports that are most relevant to this study.

One of the important efforts of making Bosnia and Herzegovina a part of the European Higher Education is the evaluation of seven universities in B&H done by a joint project of the European Commission and the Council of Europe “Modernizing the Management and Governance Capacities of Universities in Bosnia-Herzegovina”.

The European Commission, the Council of Europe, in the framework of its efforts at reshaping the Higher System in Bosnia and Herzegovina, commissioned the European University Association (EUA) to review the quality and management of the seven Universities in Bosnia and Herzegovina, as part of its own institutional evaluation program. The aim of the evaluation program was to help understand leadership teams to understand the capacity for change of their own institution after having drafted a report on their present strengths and weaknesses and point to possible areas where the transformation could take place. After a report of the self-evaluation findings had been produced a team of outside experts had to test and validate them and then report back to the self-evaluated universities.

As a result of this project the Education University Association produced final reports that were presented to all seven universities in B&H. This paper will include only three available reports presented to University of Sarajevo, University of Banjaluka and University in Mostar.

The final report presented to the University of Sarajevo pointed out that the priority, which has to be addressed by the University, is the undergraduate education. The teaching method is the most sensible one given the fact that the undergraduate curricula is characterized as being overloaded, strictly prescribed, too intense, too specialized and too theoretically approached with too little practical experience and all this definitely puts under a question how all these affect the students. In relation to that, the final report presented to the University of Sarajevo reflects the findings somewhat related to the examination policies as well. Since the report says that the educational system is being characterized as a teacher-center university, it is understandable that *“exams tend to become an affirmation of the teachers’ knowledge rather than a tool to support students’ progress. As there are no limits to the number of failures allowed, it is not rare for a student to sit an exam five or six times-a situation that is not relieved by the fact that some 95 % of the exams are oral-with the student facing the professor who gave the course. This encourages rote learning of the teacher’s textbook and gives full power to the professor in judging the candidate-with all the possible temptations that such a situation can lead to. All this contributes to terribly long study times (7-9) years with low completion rates (12-15 in the first cycle of studies-according to the EUA team estimates as*

real figures were not made available by the faculties): conversely, this means extremely high dropout rates."¹⁰

In the final report to the University in Mostar there is no section related to university's student assessment/examination policies.

Nevertheless, on the other side, the final report presented to the University of Banja Luka contains a more detailed overview of the examination and assessment procedures. According to that report, *"the Team raised a number of concerns regarding the procedures for examinations and student assessment at UBL, linked to the need for fairness, transparency and the due process of law. More specifically, these include questions, without written records being kept of questions asked for students' replies leave little scope for transparency and is certainly open to abuse. Moreover, it appeared that students were often assessed both in writing and then orally, with the link between these two types of assessment unclear and varying from case to case. Almost no evidence of the use of continuous assessment, a method now frequently used in other European universities and central to ETCS, was found. To the contrary, the Team was informed of cases where reports written by students on projects and practical work were not taken into account in the assessment procedures."*¹¹

Another problem that was of the major concern of the Team when related to student assessment is the transparency of requirements for examinations. In some cases the student had been examined on issues not covered in the program. This does not implicate that there were no cases when the students were provided with the predetermined issues they were to be tested on.

Besides that, there was a record of cases whereas the grading of student performance did not have reliable paper trail documentation for justification of the grades given. This puts in question the objectivity and fairness of the examinations given as well as the appeal system itself since the students were examined in both of the cases only by their professor.¹²

Based on reports presented by EUA resulted from findings of the evaluation programs allude on the necessity for the immediate action toward the reform of the examination and assessment system across all seven universities of B&H.

Another project report that will be presented in the following lines is the report on "Quality Assurance" produced by the University of Sarajevo - a part of the implementation of the Institutional Development Program initiated by the Council of Europe.

This report describes the modern concept of the quality management. This concept of quality management considers the establishment and implementation of the system, which treats all aspects of quality, actually, the total quality. It defines quality as a sum of all characteristics of product and services, which best suits the needs of client. The quality must serve the function of the consumer. In reference to that statement and according to the report, the quality of the

¹⁰ University of Sarajevo, EUA Evaluation Report, Joint project of the European Commission and the Council of Europe "Modernising the Management and Governance Capacities of Universities in Bosnia-Herzegovina", April 2004, pg. 5

¹¹ University of Banja Luka, EUA Evaluation Report, Joint project of the European Commission and the Council of Europe "Modernising the Management and Governance Capacities of Universities in Bosnia-Herzegovina", April 2004, pg. 8

¹² Ibid.

university can be assured only if it provides certain level of knowledge and skills that the student has to possess in order to become part of the “flexible” labor force and meet the expectations of the employer, the society as a whole, and provide the sustainability and progress. Therefore, the quality system predicts a 100% guaranteed educational quality specification, which is in accordance with the demands of the labor market and society and establishes a system of a continuous detection and removal of causes that had led to the unnecessary waste of time, material and human recourses, in one word, the garbage.

In this context, we have to examine the system of student knowledge assessment. That means that when we speak of the system of knowledge assessment we do not focus on everyday parts of knowledge assessment but on management system, which would ensure that students receive a guaranteed minimum of knowledge, which enables them to complete their studies in the optimal timeframe without the waste of resources.

In the process of designing the curricula it is necessary to precisely define ways based on which the knowledge assessment will be done. In this report it is also recommended that knowledge assessment should be focused on more demanding analytical and research work. It should provide frequent knowledge assessments in order to ensure a continuous work done by students.

One of the recommendations for knowledge assessment is to provide interactive knowledge assessments which would enrich students’ competencies, to insist on objective knowledge assessments using standardized tests and questions in order to ensure transparency and prevent any kind of demoralization of students or corruption.

The report stresses that in order to assure the quality it is necessary, based on the precise expected results of education processes, to create a clear and explicit plan for knowledge assessment. This report names the following documents as needed when it comes to the establishment of quality assurance system.

- Examination policies
- Guidelines for adequate knowledge assessment system
- Plan and program of the professors’ training in this area
- Standardized form for presentation of the curriculum module
- Precise definition of expected results from education processes
- System of grade formation-which type of knowledge assessment contributes to total final grade
- Grading system with clear definitions of levels of knowledge and skills
- ...¹³

The report on Quality Assurance concludes that the student knowledge assessment represents a very important part of the whole quality assurance system of the university. Furthermore, this report says that the creation of the student knowledge assessment system is part of the process of the creation of curriculum, all courses as well as individual modules. In other words, the knowledge assessment system should be described in the curriculum and syllabi. The report also suggest that there be a clear definition of knowledge assessment at the

¹³Second report of the Team for Quality Assurance, University of Sarajevo, Oct 1, 2004, pg. 39, see under <http://www.unsa.ba/pdf/QA%20na%20UNSA.pdf>

university level which should explain the teacher what are the purposes and principles that must be respected when creating knowledge assessment systems.¹⁴

Draft Higher Education Law

Even though the Dayton Peace Agreement has led to fragmentation of higher education in Bosnia and Herzegovina along the entity and cantonal lines, in principle, it allows elevating governance of higher education system to higher levels. The only obstacle that may occur during this process may be the political fragmentation and its influence on the reform of the B&H education sector. Later on, in the following lines we will see that this is exactly what happened when the proposed Law on Higher Education in B&H went through the adoption procedure at the House of Nations of the Parliament of B&H.

Higher education in Bosnia and Herzegovina is facing a number of unresolved issues of governance including both coordination and the management of institutions. Universities are basically left with almost no resources to deal with these problems. Given the lack of capacity and conflicting interest, it is not to our surprise that diverse governance and institutional schemes of faculties emerged from this situation.

As suggested by the Council of Europe, several reforms are needed to be done in the B&H education sector in order to have capable university structures: *"..the abolition of the legal personality of the faculties, the strengthening of the authority of rectors, revamped internal representation, and centralization of budget/setting and accounting (but not of course budget implementation)."*¹⁵

The Council of Europe has been active in support of the reform of educational laws and policies since 1996. As part of the efforts to adjust the higher education law of B&H to the European standards and to provide the country with worldwide respected and accepted higher education system the Working Group of the Council of Europe defined draft-text of the Law for preparation of the Law on Higher Education.

The House of Nations of the Parliament of B&H did not accept the proposed Draft Law on Higher Education, which went through the adoption procedure at the Parliamentary Assembly of Bosnia and Herzegovina.

The proposed framework on Higher Education in B&H recommends a reorganized structure of the higher education system in B&H according to the adjusted and generally adopted European standards. This proposed Law foresaw the adjustment of the higher education system to the Bologna and Lisbon declarations with focuses on creation of the European Higher Education Area, European cooperation in quality assurance, accreditation and recognition of diplomas and other educational matters.

The proposed Law, among other things, foresaw the decomposition of faculties as separate legal entities and the treatment of the University as a single legal entity. This proposed Law included reforms essential for the introduction of the European accreditation system of studies

¹⁴ These sections were taken from the Second report of the Team for Quality Assurance, University of Sarajevo, Oct 1, 2004, pg. 39-40, see under <http://www.unsa.ba/pdf/QA%20na%20UNSA.pdf>

¹⁵ Education in Bosnia: Governance, Finance and Administration, report by the Council of Europe to the World Bank, 10. November 1999, pg. 39

(ETCS), the certification of universities and faculties, and the assurance of quality control, etc.

However, the proposed Law does not deal with some very important operational and technical issues- such as, for example, the method and criteria for the appointment and re-appointment of teaching personnel, assessment/examination organization system, and the monitoring and evaluation of the overall teaching process.

In relation to examination policies the proposed Law under Article 18 says “...*Higher education institutions shall have the rights, in accordance with provisions of this Law to admit students and determine methods of teaching and assessment of students.*”¹⁶ This is the only regulation related to student assessment/examination policies, which again leaves on the university and faculties to regulate this provision on their own.

However, as part of the regulations on the statute, the Framework on Higher Education in Bosnia and Herzegovina under Article 29 says, “*The statute or equivalent basic document of any higher education institution shall contain provision such as:*

1. *Secure the students’ freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their position or any other privileges they may have with the institution;*
2. *Secure the students freedom of speech, organization and assembly within the law;*
3. *Protect students against discrimination on any ground such as sex, race sexual orientation, marital status color, language, religion, political or other opinion, national ethnic or social origin, association, association with national community, property, birth or other status;*
4. *Provide fair and impartial mechanisms for dealing with disciplinary question affecting students.*”¹⁷

This article, more specifically the point c., may be in indirect relation to the examination process.

The House of Nations of the Parliament of B&H gave the Council of Ministers the task to prepare a new proposal for the Law on Higher Education, which would respect and reflect the interests of all constitutive nations in Bosnia and Herzegovina. This is still an on-going process.

Declarations

The challenges resulting from internationalization and globalization are enormous and are pushing universities to develop new forms of internationalization efforts and policies. The term 'internationalization' refers to the activities of higher education institutions, often supported or framed by multilateral agreements or programs, to expand their reach over national borders. Internationalization activities and policies can serve a broad variety of objectives, such as the broadening of curricula and educational experiences for domestic

¹⁶ Framework Law on Higher Education in Bosnia and Herzegovina, Final Council of Europe draft, 18. December 2003

¹⁷ Framework Law on Higher Education in Bosnia and Herzegovina, Final Council of Europe draft, 18. December 2003

students in foreign partner-institutions, regional networking in order to allow a more cost-effective use of resources and to provoke a process of collective institutional learning and development, or the enhancement of the quality of education and research by bringing students and staff in the realm of international competition. Activities developed in the context of internationalization encompass for example joint research projects, student exchange programs, staff mobility projects, specially designed programs aimed at foreign students, joint curriculum development initiatives, specific initiatives in the context of university development aid policies, etc.

As a result, today we have several declarations, which contain the components of the internationalized standards in the area of higher education.

In this report we will focus on the Bologna Declaration because this document contains more declarations and documents in accordance to which the educational reform has to be implemented by the signatory state in order to maintain the highest standards and criteria of education and improve the quality of education.

The Bologna Process actually represents the framework for the higher educational reform and the university reform.¹⁸

Under the umbrella of the Council of Europe, the established drafting group focused all its efforts to make B&H higher education a part of the European Higher Education Area by joining the Bologna process and by commitment to ratify the Lisbon Recognition Convention. Bosnia and Herzegovina has joined the Bologna Process on Sept 18 2003 after the submission of all required formal documentation.

As the Bologna Declaration is the most important and demanding by its scope when it comes to its implementation, it has become clear that the B&H legislation, like in many other European states, had to be adjusted to allow the continuous development provided by this declaration.

Due to the B&H decentralized educational system, the Educational Reform in B&H had to include an agreement from the cantonal authorities in the Federation to defer their powers in the field of higher education to the entity level and that detailed regulations should be left to bylaws and to instructional statutes.

The drafting group has tried to prepare for such development by submitting a draft state law that deals with the general principles, leaving the necessary legal regulations for institutional governance and management to laws on entity level.

The work has been guided by the Report on the Legal Framework of Higher Education in B&H adapted 11 July 2001 by the Higher Education Co-ordination Board and the Message to the People of Bosnia and Herzegovina on Education Reform dated 21 November 2002 and the commitment by the responsible ministers to the pledges of that message.

A central element in the Bologna Process is the autonomy of higher education institutions, as the ministers responsible for the process see the institutions as partners

¹⁸ Bosnia and Herzegovina: Integration in the European area of Higher Education, World Student Service of Bosnia and Herzegovina, Sarajevo, 2003/2004

in the process. As the university is assumed to have the responsibility for all its activities, it follows that it should also have responsibility for its faculties.

The key issues mentioned in the Bologna Process with legislative consequences are as follows:

- *Concerning autonomy, the law must delegate the necessary decision power to the institution – for changes in curricula and teaching methods, for internal self-governance, for interaction with other organizations nationally and internationally and for economic transactions. Accountability must go hand in hand with autonomy.*
- *For universities to be responsible partners, the university leadership must be in charge of institutional activity and in control of the economy. Faculties within universities should not be legally independent persons relating directly to the Ministry of Education. Only the university leadership should relate directly to the ministry.*
- *The Bologna Process assumes that students are full members of the higher education community. They should participate in the organization and content of education. Student participation in institutional governance should be prescribed by law.*
- *The Bologna Process requires adoption of a system of degrees essentially based on two main cycles, undergraduate and graduate. (The doctorate may be considered a third cycle.) The law must allow for the introduction of the new degrees.*
- *Quality assurance systems will be important cornerstones in each national system of higher education. The quality assurance system must be independent of political and institutional interaction and it must have a basis in the legislation. The Bologna Process will build on the co-operation of national quality assurance systems. This means that B&H should have a quality assurance system on state level. Also the national information center prescribed by the Lisbon Recognition Convention should be on state level.¹⁹*

The Bologna Process represents a dynamic system of changes. This means that an effective law on higher education should only regulate that which is essential to regulate and which cannot effectively be regulated in any other way. It should be written to allow for change, remaining relevant as the higher education system develops.²⁰

Based on given objectives of the Bologna Process there is no regulation addressing student assessment/examination policies. However, the document addresses the implementation of quality assurance systems and, as presented in the report on implementation of quality assurance program of the University of Sarajevo, there are some points related to the establishment of more detailed examination policies and other policies, which would enable the examination system to be more transparent.

¹⁹ Draft state level Framework Higher Education Law Bosnia and Herzegovina, Council of Europe, see under <http://www.sus.ba/index.files/4.doc>

²⁰ Draft state level Framework Higher Education Law Bosnia and Herzegovina, Council of Europe, see under <http://www.sus.ba/index.files/4.doc>

It also important to mention that other declarations such as Sorbonne Declaration (1998) Magna Charta Universitatum 1988), Salamanca Convention (2001), Communiqué (Prague 2001) and other do not specifically address student assessment policies.

Practices in universities abroad

A. Student assessment/Examination policies in Australia, USA and Canada

The scope of this research included visits to web sites of faculties in Australia, USA, Canada and Europe. We have analyzed available information related to the policy of examinations at some of the universities in these countries. The most of the universities have published their statutes and policy of final exams, which includes: faculties' responsibilities in the organization of exams, tests design, time and way of conducting final tests and exams and rules of conduct and responsibilities of the student during the exam. Some of the faculties offer their students special guidebooks for the final exam, in which they give them detailed information about the examinations policies. The Statutes, students' instructions, special guidebooks are available in the form of brochures and special publications of the faculty at web sites of the particular faculty. It is evident that the most of the web sites of the faculties owns the similar examinations policies.

In order to present the most simple summary, we'll turn to the scope of the most basic rules, statutes and regulations of examination policies at the universities in Australia, USA, Canada by the following categories: informing students about the examination terms and results, examination terms, providing the examination conditions, rules of conduct during the exam and the policy of the universities concerning equity, anonymity and discrimination. It should be noted that all the rules of examinations are mostly related to the written exams, because it's the most usual way of students' knowledge evaluation.

Furthermore, rules and policy of examinations at the universities can be divided to the responsibilities of the university and student him/herself when conducting final exam.

The universities' responsibilities are related to the tests design, informing students about examination terms, time and place of carrying out the exam in time, evaluations and revealing tests' results. Besides fulfilling the conditions for accessing to the final exam, the students' responsibilities include rules of conduct during the exam, faculty's rules and regulations obeying, appealing rights and obeying rules of plagiarism and cheating on exams.

1. Informing students

It is universities responsibility to inform students about examination terms, type of final exam and evaluation system in advance and in time. Subject teachers, departments and the University itself commit to informing students about the beginning of exam terms and schedule of conducting exams in time. Typical statement is:

“Every effort must be made to ensure that the responsibilities, rules of conduct, and regulations governing the administration of examinations are well publicized so that the responsibilities of students, invigilators, schools and departments, and the University as a whole are clearly understood before the examination period begins”.

The University has to provide that all students are exactly informed about time, place and length of exam.

The universities lead the policy regarding publishing results of exams. Basically, the results should be published on time so that students could have enough time to prepare for the next tasks. Still, it is not clear what is implied by the term «on time» since at some faculties the results have to be published in the period of 5 days through 2 weeks from exam.

2. Examination terms

The exams are mostly conducted during last three weeks of the semester. If there are more departments on the faculty, each of them in cooperation with the University, is responsible for conducting final exams. Still, the University and the Dean are competent for the final and exact schedule of conducting exams. Before the academic year, the students are informed about the exact schedule of conducting exams by certain brochures. The teachers are obliged to stick to the exact schedule, except in the case of unpredictable circumstances. At some of the universities there is a rule that says if the teacher cannot conduct the exam in the scheduled term, he/she has to ask for the written permission for the change of examination term from each student attending that subject, department chief and dean. If the teacher is late less than one hour, the exam still can be conducted but the teacher is obliged to submit in written form the reasons and time he/she was late as well as the new examination term to the dean. This example best illustrates to what extent it is important that students are informed about the examination terms, so that they could prepare themselves for the exam as best they can.

Besides, there are certain limitations concerning scheduling exam terms. The exams are not supposed to be scheduled in the evening hours, at Sundays and during holidays. When deciding on the final exam terms, The University and the professors have to give an effort that the scheduled terms are actually the most convenient for the most of the students. According to the rules of particular faculties, the student is not allowed to have more than 2 or 3 tests a day. During the last week before the final exams, the students are not allowed to be examined by some other tests. The defined length of final exam at most of the faculties varies from 1 through 3 hours.

3. Providing conditions

The university is due to provide the place for conducting exams, which will be the most convenient for the ease examination. The university is obliged to prevent from making crowds in the rooms where exams are to be conducted and to specify the most optimal examinations timing for the most of the students. The teachers and assistants are obliged to organize the sitting and provide that students stick to their positions before the exam starts. The typical statement is:

«Make every effort to ensure that examination rooms are supportive environments that:

- are quiet and free from unnecessary and unreasonable disruption; and*
- are suitable in terms of temperature, work spaces, cleanliness, and configuration. «*

4. Tests and assessments methods

One of the important items related to the examinations policies is the instrument of knowledge evaluation. All the statutes name the exact description of the evaluation instruments and the definition of test and examination. For example, at one University in Canada, the examination is defined as:

"... comprehensive form of testing for the purpose of assessing a student's level of proficiency in some combination of the following domains: knowledge, comprehension, application, analysis, synthesis, and evaluation".

The most of the exams are conducted in written form of tests, essays and quizzes. Sometimes the teacher is responsible for the test construction, but sometimes also special department and the dean of the faculty. Since the most of the tests is in the written form, the students have to be familiar with the way of fulfilling test. At some of the universities, there is also a routine of including students in the final test designing.

«Where possible, students should participate in the assessment process through such means as:

- discussions of appropriate methods and how the methods relate to the program goals*
- joint staff-student design of assessment questions and negotiation of criteria for success and failure*
- self and peer assessment activities*
- making responsible choices among different methods*
- providing opportunities for feedback as part of course evaluation processes. »*

One of the basic rules at the most of the faculties is that students have a right to know which areas of knowledge they will be examined from, how long the test will last and what the evaluating system will be.

«The expectations of the assessment task, its relationship to the program aims and objectives and graduate qualities, and the criteria and standards by which performance is to be judged, shall be made clear to students from the outset»

Some of the faculties clearly name in their statutes that the teachers are due to help student in the preparation for the exam, before it starts, organizing working groups and directing students to the certain areas which will be included in the test. The students are allowed the access to the archive with previous tests, which can be very helpful when preparing for the final exam.

Before the exam starts, the teachers are due to inform students about the criteria they have to satisfy on the test, evaluating standards and their relation to the different categories of grades.

Teachers and universities need to ensure that methods of grading are valid and reliable, consistent and just, as much as it is possible.

Final tests are mainly not graded by professors who lectured the subject. At some universities, special boards are responsible for grading (Board of Examiners), or third party professors, or special mechanisms are determined that ensure consistency of the grading process.

Some strategies that are used to ensure consistency in grading are: clear determination of what is necessary to achieve maximum points for each question, moderation of grading and multiple grading.

Final grades are still approved by the Dean or University board after examining suggested grades and report on grades distribution.

Graders must take care of the fact that feed-back on test performance is constructive and that they will, help student feel progress and to learn from his work. Grades are public and they are usually published on Internet sites of the faculty.

5. Rules of conduct during exam and student responsibilities

Rules of conduct during the exam are mostly the same for all the universities whose statutes and examination policies we be evaluated in this research. These rules include arriving to the examination on time, using only permitted materials, refraining from contacts with other students during the exam, banning food and drinks except in special circumstances etc. Students are not allowed to have technical equipment such as mobile phones and audio equipment, unless specified otherwise.

According to the regulations, students cannot take exam if they are more than 30 minutes late, nor they can leave exam during first 30 minutes of the exam. Students also cannot leave exam during last 15 minutes of the exam.

Faculties also have clearly defined policy, measures and definition of what is called cheating.

f. Equality, anonymity and discrimination

In order to take final exams, students are due to show their identification cards or ID cards. Initial identification is only for placing students on their places and to confirm their arrival to the exam. Nevertheless, grading tests is anonymous, since students identify their papers only with codes or ID numbers. Graders don't have insight in who are they grading which largely contributes to objectivity of grades and equal treatment of all the students.

Anonymity and privacy of students is protected also when results are published on notice boards. Results of exams are published under students' codes, and results of students who didn't pass the exam are not published.

Principle of equality is one of the principles that can be found in all grading policies of world universities. Universities are obliged to respect individual and group differences and to enable all the students equal conditions of studying. Especially considering the fact that studying today, understands mobility of students, so that every students studies one or two semesters in different country. This is why grading system must be adjusted to all students, and gender, race and other cultural prejudices must be reduced to minimum.

«Assessment practices shall be inclusive and support equity principles. They shall cater for both individual and group diversity. It should be recognized that all assessment models have their limitations and capacity to disadvantage certain students and every effort must be made to minimize such disadvantage by, for

example, using a variety of assessment models. In addition, inclusive language shall be used, avoiding gender, racial, cultural or other language bias. »

«Equitable: Fair, just, impartial. The concept of equity applies the principles of justice to correct or supplement situations that might otherwise unfairly advantage or disadvantage individuals or groups. »

Universities that have a large number of international students are likely to have to make more efforts to prevent all kinds of discrimination. Every treatment of students that makes difference among individuals or groups by putting one group or individual in better position than the other is considered to be discrimination. Discrimination can be direct and indirect.

Depending on situation, each one of the following kinds of behavior, procedures and policies can be considered to be discrimination in education:

«Direct discrimination:

- declining to enroll a future student in a course or subject because of their race, sex, disability etc.*
- enrolling a student on less favorable terms and conditions than those on which students who are not of that race or sex, or do not have that disability etc, are enrolled*
- restricting a student's access to lectures, tutorials, one-on-one tuition, scholarships, library resources, information technology, counseling and/or other student services because of their race, sex, disability etc*
- expelling or suspending a student because of their race, sex, disability etc*
- restricting access to clubs and societies on the ground of a student's race, sex, disability etc*

Indirect discrimination:

- failing to make reasonable adjustments to a course, curriculum or assessment process that would facilitate the participation of a student with a disability*
- failing to provide a supplementary examination or make reasonable adjustments to an examination timetable that would accommodate the needs of a student who is pregnant, has a temporary disability, or who is required to participate in a religious or cultural day of significance on the same day as an exam regularly requiring students to attend compulsory classes or assessments before 9am or after 5pm when people with careers' responsibilities are less likely to be able to attend«*

B. Student Assessment/Examination policies in the EU countries

Student assessment/examination policies at universities in the European Union countries differ from country to country.

In this section we will make just a short overview of common student assessment policies practiced in the EU countries.

In Austria, with the exception of lectures, all courses are assessed by the course head. At universities and at arts universities, students must pass diploma examinations (Diplomprüfung) for each cycle, baccalaureate and Magister examinations for diploma and

Magister studies. The 1997 "Universitaetsstudiengesetz" (University Studies Act), which is now being phased out, provides for three forms:

- subject examinations for all subjects in front of a board of examiners
- subject examinations covering one subject and
- course examinations for individual courses.²¹

According to the 2002 "Universitaetsgesetz" (Universities Act), the responsible collegiate bodies establish the examination regulations for the different curricula. Provisions on what methods, for what purpose and how examinations should be run have been abolished, giving universities wide leeway in designing their own rules.

As a general rule, students may re-sit for examinations they failed three times; the third examination will be taken in front of a board of examiners. The university charter must specify whether and how many further examinations re-sits may be granted.²²

Students failing to pass the last admissible repeat examination will be expelled from the study course at the university at which they failed to pass the last examination re-sit. With the enactment of the 2002 "Universitaetsgesetz" (Universities Act) they may resume or restart this course at any other Austrian university. Students may switch to another study course at the same university at any time. For students being expelled, examinations passed by that time may be credited to the new study course.

After completion of the full training course, the students must sit for a diploma examination which is held by a board of examiners.

As a general rule, students may sit for examinations taken by one examiner three times, and twice for examinations taken in front of a board. From the second cycle onwards, one further time will be allowed. In study courses at arts universities, students may re-sit for "Diplomprüfung" (diploma examination) three times.

In Belgium, the government adopts general exam regulations. These regulations establish exam periods, passing conditions, exam organization methods and administration, how examining boards function, and waiver methods for students who repeat the same year of study, etc.

To be eligible to register for exams organized by an Haute École, all students are required to regularly attend the educational activities of the program for the year of study in which they are enrolled (including internships and lab or other work). They must justify any absences. They must have scored 50% for internships and lab or other work.

Examination tests are written or oral. They are public.

²¹ Eurybase - The Information Database on Education Systems in Europe, see under www.eurydice.org/Eurybase/frameset_eurydice.html.

²² All information about each country's student assessment/examination policies are described in the Eurybase - The Information Database on Education Systems in Europe, see under www.eurydice.org/Eurybase/frameset_eurydice.html.

All students are entitled to see a corrected copy of their written test. All students may, upon request, receive their exam results. Marks given during the year are considered when determining final marks.

The Boards of Examiners are composed of staff members who have assumed the responsibility for the student's educational activities and, when applicable, outside experts.

In the Czech Republic, study achievements are assessed by a system of granting points or credits.

Use of the credit system differs by higher education institutions or faculties. Most of the institutions have implemented the credit system compatible with the ECTS as a necessary condition for entry to the European student mobility program Socrates-Erasmus - see 11.3.2.1.

Performance in examinations and thesis defense is graded by using marks (normally four levels). The frequency and individual methods of assessing the students' achievements differ according to fields of study. In some cases a system of partial examinations taken after each semester is introduced, in other cases one comprehensive examination after one completed part of studies is prescribed - this is mostly at the end of a certain module. Higher education institutions with art study programs use as evidence of study achievement students' exhibitions, musical performances etc. In both cases, however, a considerable emphasis is also placed on continuous assessment of the students' work which mostly takes the form of tests of knowledge or independent work (on computers, graphic work, laboratory work or seminar work) or independent artistic work.

The organization of examinations is legally embedded in study and examination regulations, which make up one part of the home regulations of a higher education institution (faculty) and are approved by the academic senate.

In general, examinations are taken in the course of an examination period at the end of each semester. Relevant examiners declare the dates of individual examinations; the dates of all examinations are agreed by the management of the institution (faculty). In justified cases it is possible to take an examination before the agreed official date. A failed exam may be repeated. Important examinations are taken in front of boards of examiners. In order to increase the level of objectivity, external examiners from other higher education institutions or scientific establishments are invited as members of the boards. Attention is paid to authorizing only the most qualified academic staff as examiners.

In Denmark, marks are generally given according to the 13-point marking scale indicating the performance of the student:

- 13: Is given for the exceptionally independent and excellent performance.
- 11: Is given for the independent and excellent performance.
- 10: Is given for the excellent but not particularly independent performance.
- 9: Is given for the good performance a little above average.
- 8: Is given for the average performance.
- 7: Is given for the mediocre performance, slightly below average.
- 6: Is given for the just acceptable performance.
- 5: Is given for the hesitant and not satisfactory performance.
- 03: Is given for the very hesitant, very insufficient and unsatisfactory performance.

- 00: Is given for the completely unacceptable performance.

Some examinations only use the assessment of 'passed'/'failed'.

The students must obtain at least a 6.0 average in order to pass.

Students in Danish higher education institutions are not normally assessed during the term to the same extent as in some other countries. As a new requirement however students admitted after 1993 must pass an examination after the first year of study. If the first-year examination is not passed with at least the mark of 6, the student will not be allowed to continue his/her education. The examination takes place in June with the possibility of another try in August or the next year. For further information, see 6.3.3.8.

Before graduation, the students must pass a number of oral and written examinations. These normally take place twice a year in January and in May/June. Nearly all examinations - oral and written - are conducted with the participation of external examiners.

At universities in Finland, student assessment is based on continuous assessment. In most cases, students are assessed on the basis of written examinations at the end of lecture series or larger study units, but there are also oral examinations. In addition, students write papers for seminars and other papers. For the Bachelor's and Master's degrees, students write theses. At art academies, the thesis may take the form of an artistic production, such as a concert, a play or some other performance, which also includes a written part. Completed studies are entered onto the university's electronic register.

The examiner is usually the course lecturer or the teacher responsible for the study unit or module, but the final responsibility for assessment remains with the subject professor. Theses are assessed by two or more teachers appointed by the university or faculty.

University-specific decrees include provisions on legal protection for students, in addition to which universities usually have more specific regulations concerning examinations, legal protection for students and the assessment of studies. Students must also be given the opportunity to obtain information on general assessment criteria and the way they have been applied to them as well as to request correction and, thereafter, appeal to the relevant faculties (or corresponding unit's) legal protection board.

In France, Universities set written and oral examinations on the content of the course units constituting each cycle, in order to award a DEUG a license or a maîtrise Procedures for assessing aptitude and knowledge are, pursuant to the provisions of the law of 1984, laid down by the president of the university or the head of the establishment, and approved by the Council for studies and university life (CEVU). Students are all entitled to sit two examinations, at an interval of at least two months, generally in June and September.

The diploma awarded at the end of the third cycle attests not only success in the final exam but also the various personal research projects.

In non-university institutions, a system of continuous assessment or annual examinations allows students' progress to be evaluated from the first year of study to the final diploma. Generally, courses include a practical training period, which must be followed by a report or a technical project, taken into account for the award of the diploma.

The main difference in examination policies practices in the EU countries can be identified only in the areas of:

- Determination of general exam regulations: is it the responsibility of heads of the courses, the dean's office or other university body, or government?
- Final exams: oral or verbal?
- Grading scales
- Grading of the final tests: professors who lectured the subject, board of examiners or external examiners
- Final grades: whether they are based only on the final exam given at the end of the semester or overall semester's or annual performance.

Conclusions

Upon completion of this review, we can conclude the following:

1. Assessment/examination policies in universities in Bosnia and Herzegovina are regulated primarily through faculty statutes – independent members of the University. The University statute and the existing laws on higher education do not provide even the most basic directions in this area. The consequence of this highly decentralized regulation in this area is that it does not provide for consistent and equal principles and standards. Compared to some standard practices in countries of the European Union and other countries, it seems that the most natural compromise solution is for the complete regulation about assessment/examination policies be defined at the University level on the basis of common principles for the entire country in the best case.
2. It seems that there is a large gap between the regulations on the one hand and the application or practical application of these on the other. As in many other areas of life in B&H, it is a particular challenge in the current political situation to reach a compromise in drafting and passing of legislation; but it an equal, if not greater, challenge to implement and ensure adherence to laws, rules and regulations in practice. For this reason it seems essential that there be a separate body institutionalized at every University that will conduct regularly supervision and control of the implementation of student assessment/examination policies.
3. When we compare the situation in B&H with some standard practices in other countries, we might say that the main difference is in the part that relates to practice and not so much that relating to regulations themselves. What we do find is that the assessment/examination policy in B&H is not sufficiently developed and detailed, or institutionalized. There are too many very important points that are left as a discretionary right of professors; and what is more, there is no institutional mechanism that conducts control of that policy.
4. In defining the fundamental principles of student assessment and examination policies under the circumstances prevailing in Bosnia and Herzegovina, it is necessary to take into account practices in other countries, particularly in the European Union; but it is also necessary to take into account the specific characteristics of Bosnia and Herzegovina.

- a. If it is possible, to reach agreement on the fundamental principles at the overall B&H level. This does not necessarily mean that implementation is conditional upon their inclusion the proposed framework Law on Higher Education.
 - b. The University Statute, and not the faculty, to regulate all important basic principles. Faculties to be obliged to respect these principles and build these into their Statutes in the measure that they do not violate the letter or spirit of the University Statute.
5. Form a body at the University level that will deal with the analysis of the application of principles in practice at every faculty.
 6. Although it cannot be said that it is a widely accepted standard, in Bosnian-Herzegovnian circumstances we consider that it is vital to introduce protection of identity of students in exams. The main reason is the prevalence of corruption, and to disenable the (un)purposeful discrimination of students on the basis of sex, ethnicity, religious identity, social origin, race, etc. Protection of student identity would be practiced in such a way that all documents that are published or submitted students are only listed by their code. In exams students would enter their student codes and not their names.
 7. Protection of student identity would mean that the vast majority of exams would be organized as written exams, other than in circumstances where a verbal exam is necessary such as parts of language exams, dramatic arts, etc. Written exams must be in accordance with the curriculum, and content of lectures and tutorials conducted in the course of the year.
 8. It is necessary to establish mechanisms that would be monitored intermittently to check the metrical characteristics of written tests (reliability, validity, objectivity) using standard procedures.
 9. Assessment of student knowledge should be continuous, meaning that student work should be assessed through the whole year. Principles would define only the basic elements of continuous assessment:
 - a. Attending lectures and tutorials, etc.
 - b. Term papers, group and individual exercises, essays
 - c. Exams

It is necessary to define a system of assessment point allocation, and minimum criteria for pass grades. For example, the total number of points can be 100, and the minimum number of points required for a pass grade might be 60 or 70. Student grades would be in accordance with the unified scale of grading from 6 to 10, but by the scores achieved from 60 to 100. Professors in individual subjects would have the discretionary right to determine the weight they give to basic elements of grading; for example, attendance accounts for 10 points, 4 term papers total 30 points, first partial exam 20 points, and final exam 40 points. A minimum number of points within each element may also be set as a condition of obtaining a pass grade.

10. Introduction of a system of continuous assessment would result in a change in the current organization policy for exams in the following ways:

- a. Student exams could still be organized through set exam periods of optimally two per year – winter and summer period, with one compensatory period in September.
- b. It is necessary to change the policy of pass criteria in the following two ways:
 - i) A student will permanently lose their right to continue studies if they do not pass $\frac{1}{2}$ (or some other number) of subjects in one year of study.
 - ii) A student would lose their right to continue studies into the following year if they had not achieved a pass grade or a minimum number of points in at least one subject. In other words, stop the current practice of carrying over exams from one year into the next. Students would be allowed continuation into the next year of study only with payment and if they achieve the required minimum number of points in a given subject by a set date.

We consider that a continuous system of assessment actually makes it easier for students to plan their time and resources, and with that sitting their exams. For this reason, there should be a sharpening of criteria of requirement for continuation of study. This would alleviate two problems faced by higher education in B&H currently – the average number of years of study per student is very high; pass rates of students are very low.

11. Planning of all examination dates should be made at the very start of the academic year. This relates primarily to partial and final exams. These dates should be known well ahead, at least several months and not two weeks prior. Given that exams would mainly be written, with protection of student identity, the process of organizing exams can be rationalized so that students from a number of departments, or even faculties can sit for their exam at the same time. This would effectively resolve the problem of copying and other forms of cheating in exams.

SURVEY OF STUDENTS

Introduction

Everyone in B&H agrees that urgent reform of the system of higher education in B&H is necessary. There are a range of arguments put forward, and to date have been dominated by political and economic arguments. With this study we seek to add one argument more – the protection of the human rights of students, protection from discrimination. This is also a constitutional right given that that the European Charter of the Protection of Human rights is an integral part of the constitutions of Bosnia and Herzegovina. We have titled this study “Test for discrimination – Case for reforms”; or in other words whether the presence of possibility of discrimination of students in assessment requires a reform of university student assessment/examination policy. We also sought to establish what is the link between the current student assessment/examination policy in universities and two serious social ills – corruption and sexual harassment and abuse.

To answer these questions, we conducted a survey using students as the primary source of information.

Methodology

Our intention was to conduct a survey on a representative sample of students in the three largest universities in Bosnia and Herzegovina – Sarajevo, Banjaluka and Mostar. The overall design required that at each of the three universities we have a sample of between 30 and 50 students, members of numeric majority and minority ethnicities, with as many subjects and faculties as possible.

The basic approach was that for a set number of subjects we compare the grades of students depending on whether they are the same ethnicity or sex as the professor in the subject. If there is a statistically significant difference in the distribution of student grades, then we can conclude that there exists some systematic factor that leads to this difference. Under the conditions that these differences prove, even where all other relevant factors are controlled for, it is justifiable to assume that this systematic factor is in fact the bias of the professor in grading students depending on their ethnicity or sex, or discrimination in other words.

In the ideal case, this research could be conducted by using the student record archives where all student grades are recorded, however we have met with the refusal of a significant number of faculties in allowing access to their archives. Even though we explained and guaranteed that we are not interested in the identities of students and professors that head subjects, we were not allowed access as it was considered a violation of the right to privacy and protection of personal data.

For this reason, the only option left to us was to obtain this information through a survey of students. The first problem we faced in Banjaluka and Mostar was difficulty in finding at least 30 students from one faculty, in the same subject that are members of numeric ethnic minorities. It was somewhat easier in Sarajevo where at several faculties (not more than 3) we were able to find an adequate number of Serb and Croat respondents from a set number of subjects after great effort from interviewers.

In the end we had to give up on the intention to conduct the research on a representative sample of students in three universities. Available resources and timelines for this research did not allow for this and we had to settle for a convenient quota sample of students.

Presented in Table 1 is the number of students interviewed by faculty at each university.

Table 1: Number of interviewed students by faculty

Faculty	University in Sarajevo	University in west Mostar	University in Banjaluka
1	63	20	20
2		20	20
3	61		20
4	54	20	20
5		20	
6		19	
7			20
Total	178	99	100

In Table we show the number of students interviewed by ethnicity at each university.

Table 2: Number of interviewed students by ethnicity

Student ethnicity	University in Sarajevo	University in west Mostar	University in Banjaluka
Bosniacs	91	6	3
Serbs	36	3	95
Croats	51	90	2
Others	0		
Total	178	99	100

In Table 3 we show the number of students of various ethnicities by subject at each of the 3 Faculties at the University of Sarajevo for which analysis of statistical significance of student grades was conducted.

Table 3: Characteristics of interviewed students by subject at faculties at Sarajevo University

Faculty 1	Students Bosniacs		Students Non-Bosniaks (Serbs and Croats)	
	Male	Female	Male	Female
Subject 1	12	16	14	16
Subject 2	11	13	11	6
Subject 3	8	6	9	6
Subject 4	12	19	12	16
Subject 5	10	11	14	15
Subject 6	9	14	12	13
Subject 7	12	16	14	11
Subject 8	12	17	14	16
Subject 9	12	16	13	15
Subject 10	9	14	9	10

Subject 11	12	18	13	16
Subject 12	12	17	13	15
Subject 13	12	18	13	16
Subject 14	12	18	14	15
Total=63				
Faculty 2	Students Bosniacs		Students Non-Bosniaks (Serbs and Croats)	
	Male	Female	Male	Female
Subject 1	3	16	7	13
Subject 2	5	12	6	15
Subject 3	5	21	11	13
Subject 4	5	17	10	13
Subject 5	0	2	1	2
Subject 6	0	4	0	5
Subject 7	6	17	4	10
Subject 8	2	3	0	1
Subject 9	0	5	0	2
Total=61				
Faculty 3	Students Bosniacs		Students Non-Bosniaks (Serbs and Croats)	
	Male	Female	Male	Female
Subject 1	6	12	11	12
Subject 2	7	11	9	7
Subject 3	8	9	13	11
Subject 4	8	10	11	8
Subject 5	9	13	13	12
Subject 6	9	12	13	9
Subject 7	8	12	13	8
Subject 8	8	12	13	12
Subject 9	7	10	13	8
Subject 10	6	6	7	6
Subject 11	9	10	12	8
Subject 12	7	11	8	5
Subject 13	9	10	12	8
Subject 14	9	14	13	11
Total=54				

Student interviews were conducted with the help of specially trained interviewers being senior year students engaged by professional research agencies for public opinion polling. Interviewers had the task of finding a set number of students that fulfill the criteria set by quotas (faculty, subject, sex, student ethnicity, etc.).

A survey questionnaire was specially designed for the purpose of this survey (see Annex 1). After interviewers found the students who agreed to participate in the survey, these students self-completed the questionnaires with interviewers available for assistance.

Student interviews were conducted in October and November 2004.

Following is a description of findings.

Results

Analysis of the effects of differences in ethnicity and sex of student and professor on applying different criteria to assessment of student knowledge.

For the purpose of this analysis we used the data from 178 students from 3 faculties of the University in Sarajevo. Data analysis of the effects of differences in ethnicity and sex of student and professor on differing assessment criteria applied covered a total of 14 subjects in two faculties, and 8 subjects at one faculty. Some of the subjects included in the analysis come up at 2 or all 3 faculties. These subjects are treated separately for each faculty. All subject satisfy the criteria for the minimum number of respondents for a small sample (N min. = 25 respondents for members of numeric minority and numeric majority ethnic groups, and for male and female respondents).

When samples are small, statistical analysis is generally limited to non-parametrical methods. For this reason, and the inability to conduct multivariate analysis of findings, it is necessary to consider these findings with some caution.

In this analysis we used the following direct or indirect criteria for assessing student knowledge:

1. How many times did you sit for the written exam before you passed?
2. How many times did you sit for the verbal exam before you passed?
3. Grade in written exam
4. Grade in verbal exam
5. Are you satisfied with the grade, or do you think that the grade is a true reflection of the knowledge that you showed in that exam?
6. Did you sit for the exam before a commission because you felt that the professor in that subject was not able to assess you objectively?

In regard to the above-mentioned criteria, we tested for the effects of different ethnicity of professor and student, and different sex of professor and student.

Following is a description of the main findings of the testing for effects of differences in ethnicity and sex of professor and student on the application of different student knowledge assessment criteria.

Effect of ethnicity

Table 4 shows the main findings of the analysis of effects of ethnicity.

Table 4. Subjects where effect of different ethnicity of student to professor was confirmed on differences in assessment criteria by faculty - presentation of frequency of responses

CRITERIA	FACULTY					
	1		2		3	
	STUDENT ETHNICITY					
	Bosniac	Non-Bosniac	Bosniac	Non-Bosniac	Bosniac	Non-Bosniac
Number of attempts on written exam		1		1	1	1
Number of attempts on verbal exam			1			
Grade on written exam			1		1	
Grade on verbal exam	1	2				1
	1					
Satisfaction with grade			1		1	
			1			
Commissions		1			1	
			1			

The numbers in the table above represent the number of subjects where there is an effect identified of differences of ethnicity and student and professor on application of different criteria for assessment of student knowledge. In some cases, with some subjects, the effect is double where it exists for Bosniac ethnicity students and those of non-Bosniac ethnicity. The findings must be considered according to the criteria given that in some subjects the effect of ethnicity is confirmed on a number of criteria. The numbers in the table do not represent the total number of subjects where effect of ethnicity was confirmed.

Concretely, the above table tells us the following:

- *Number of attempts on written exam:* in one subject that appears in all three faculties there is the effect of difference in ethnicity of professor and student in the direction of a significantly higher number of attempts at written exams by students on non-Bosniac ethnicity with a professor of Bosniac ethnicity in comparison to professors of non-Bosniac ethnicity. In another subject there is the opposite effect where students of Bosniac ethnicity attempt the written exam in this subject with a professor of non-Bosniac ethnicity more times than with a professor of the same, Bosniac, ethnicity.
- *Number of attempts at written exam:* in one subject we found the effect of different ethnicity of professor and student with a greater number of attempts for Bosniac students at the verbal exam with a non-Bosniac professor than with a professor of Bosniac ethnicity.
- *Grade on written exam:* in two subjects it is evident that students of Bosniac ethnicity had better marks in the written exam with a professor of the same ethnicity than with a professor of non-Bosniac ethnicity.
- *Grade on verbal exam:* on a total of 5 subjects we found the effect of different ethnicity of student and professor. In 3 subjects we established that students of non-Bosniac ethnicity

have better grades in the verbal exam with a professor of the same ethnicity than with a professor of Bosniac ethnicity. In one of these 5 subjects the effect is the other way around, while in one subject it is both ways; that is both Bosniac and non-Bosniac students have better grades in the verbal exams with professors that are of the same ethnicity as they are.

- *Satisfaction with grade as a measure of knowledge:* in a total of three subjects we found that students are satisfied with the grade they were given where the professor was the same ethnicity as they are. In 2 of these 3 subjects, students of Bosniac ethnicity are more satisfied with the grades from professors of Bosniac ethnicities than with those from professors of non-Bosniac ethnicity. In one subject there is a two-way effect where both students of Bosniac and non-Bosniac ethnicity are more satisfied with their grade as a measure of knowledge with professors of their own ethnicity than with professors of different ethnicities.
- *Sitting of exams before commissions:* in three subjects was the effect of ethnicity confirmed. In one the effect is in the direction of a higher number of Bosniac students that have sat exams before commissions because they considered their non-Bosniac professor was not sufficiently objective than there was Bosniac students that sat exams before commissions in the subject where the professor was also Bosniac. In the second subject the effect is the opposite; while in the third it is both ways in that it is present among students of both Bosniac and non-Bosniac ethnicity.

Effect of sex

Table 5 shows the main findings of the analysis of effects of sex.

Table 5. Subjects with confirmed effect of sex of student and professor on different criteria for assessing student knowledge by faculty - presentation of frequency of responses

CRITERIA	FACULTY					
	1		2		3	
	STUDENT SEX					
	Male	Female	Male	Female	Male	Female
Number of attempts on written exam		1				
Number of attempts on verbal exam	1					
Grade on written exam						
Grade on verbal exam		2				1
Satisfaction with grade				1		1
Commission	1			1		2

What is evident at first sight is that female students feel discrimination in this sense significantly more than male student, and that in none of the criteria is there indication of a two-way effect (effect of different sex of student and professor among male and female students).

Concretely, Table 5. shows the following findings:

- *Number of attempts in written exam:* in one among all the examined subjects, female students had made more attempts a higher number of times with a male professor than with a female professor.
- *Number of attempts in verbal exam:* in one subject male students had made a number of attempts at a verbal exams more times with a female professor than with a male professor.
- *Grade in written exam:* the effect of sex was not found in any subjects on this criterion.
- *Grade in verbal exam:* in total there were three subjects found where there is effect of different sex of professor and student on criteria applied for assessment of knowledge. In all three cases, female students has better grades in verbal exams from professors of the same sex than with male professors.
- *Satisfaction with grade as measure of knowledge:* in two subjects female students express a greater level of satisfaction with their grades as a measure of knowledge with a female professor than with a male professor.
- *Commission sitting for exam:* In three subjects female students had more frequently sat exams before commission in relation to a male professor that taught a given subject than with female professors. In one subject the effect of sex is the opposite, where a greater number of male students sat exams before commissions because of the perceived un-objectivity of a female professor than was the case when the professor was male.

Finally, summarizing the findings of the analysis of effects of ethnicity and sex of students and professors on different criteria applied for assessment of knowledge, we can say that among the total 26 subjects looked at from 3 different faculties, and we found the effect of ethnicity on 11 subjects, while the effect of sex was established in 10 different subjects. Of all 26 different subjects, both ethnicity and sex effects were found in 10 subjects. In 6 subjects in total we found the effects of sex or ethnicity on the average grade (in written or verbal exams).

The small samples did not allow us to analyze the interactive effects of sex and ethnicity. That type of analysis, as also multivariate analysis if findings with control of all relevant variables we will have to leave for some future, larger study.

Other than the questions that related to grades in certain exams, and other different criteria applied in the assessment of student knowledge, we also asked a number of questions about the attitudes of students toward the current system of assessment, organization of exams, and the prevalence of corruption and sexual harassment at faculties.

In analysis we paid attention to the differences in opinions and attitudes according to the following major variables:

- a) university
- b) ethnicity of student at the University in Sarajevo

The reason that we decided upon this analysis for the University in Sarajevo is that this is where we found the most diversity in terms of ethnicity compared to the universities in Mostar and Banjaluka where we were unable to find a sufficient number of students of numeric minority ethnicity.

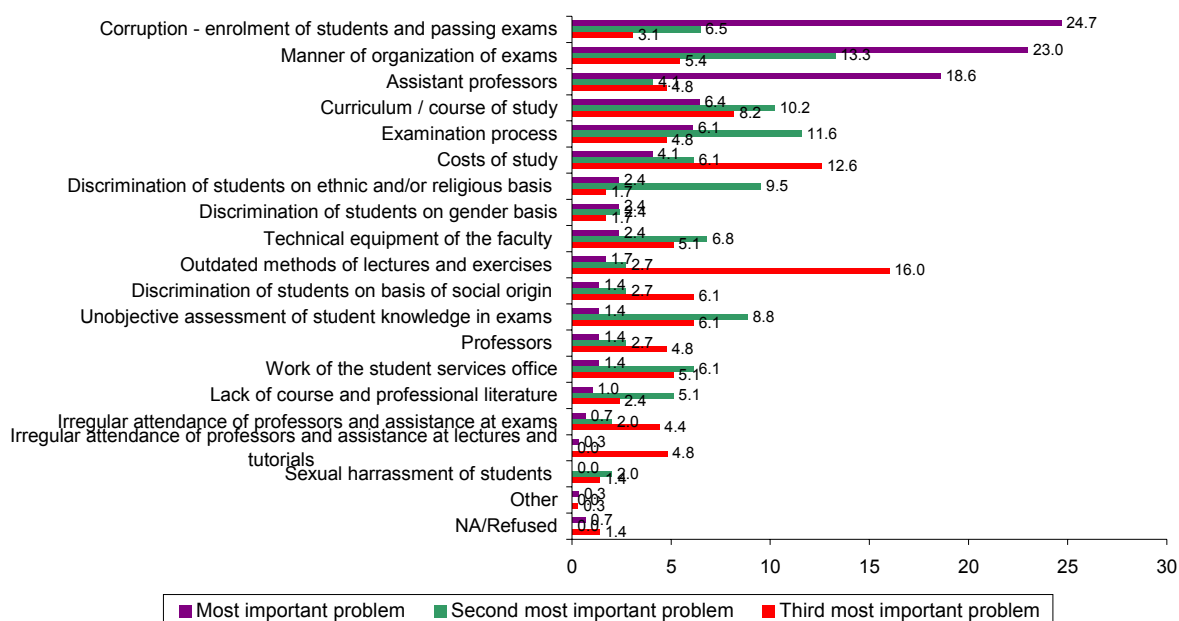
This part of the research was conducted in all 3 of the largest universities in B&H on a total sample of 296 students.

In some cases the comparison was conducted by both criteria, while on others we decided upon comparison only by different universities or ethnicity of student depending on whether it could be logically assumed that there would be some significant difference by one or the other criterion.

Evaluation of quality and level of satisfaction with course of studies

Before the evaluation of the general level of satisfaction and satisfaction with individual segments of the course of study attended, we asked respondents what they consider are currently the main problems students at their faculty/department face. The graph below presents the frequency of responses of all respondents by university and by faculty/department attended.

P1. In your opinion, what are the three most important problems that students in your faculty/department face? All respondents



What is evident from the above graph is that regardless of which university they attend, students in B&H consider that the manner of organization of exams, and corruption in the enrolment process and in passing exams are two of the main problems faced at their faculties. Besides there, students also consider that there are issues with professors' assistants, and with the course curriculum.

Depending on which university we look at, we could say that corruption is evidently the main problem in the view of University in Sarajevo students. Professors' assistants, and the costs of study are of somewhat more concern to students of the University in Mostar; while for students at the University in Banjaluka, other than the issue of organization of exams, the curriculum of courses, method of knowledge assessment, and outdated methods applied in lectures and tutorials are the main problems they face at their university faculties/departments.

In relation to satisfaction with the quality of course of study at the faculty/department they attend, in general $\frac{3}{4}$ of all students are somewhat satisfied with this aspect of their studies (73.6%). Depending upon which university we look at, University in Mostar students express the most satisfaction (89.9%) and students of the University in Banjaluka express the least satisfaction (61%).

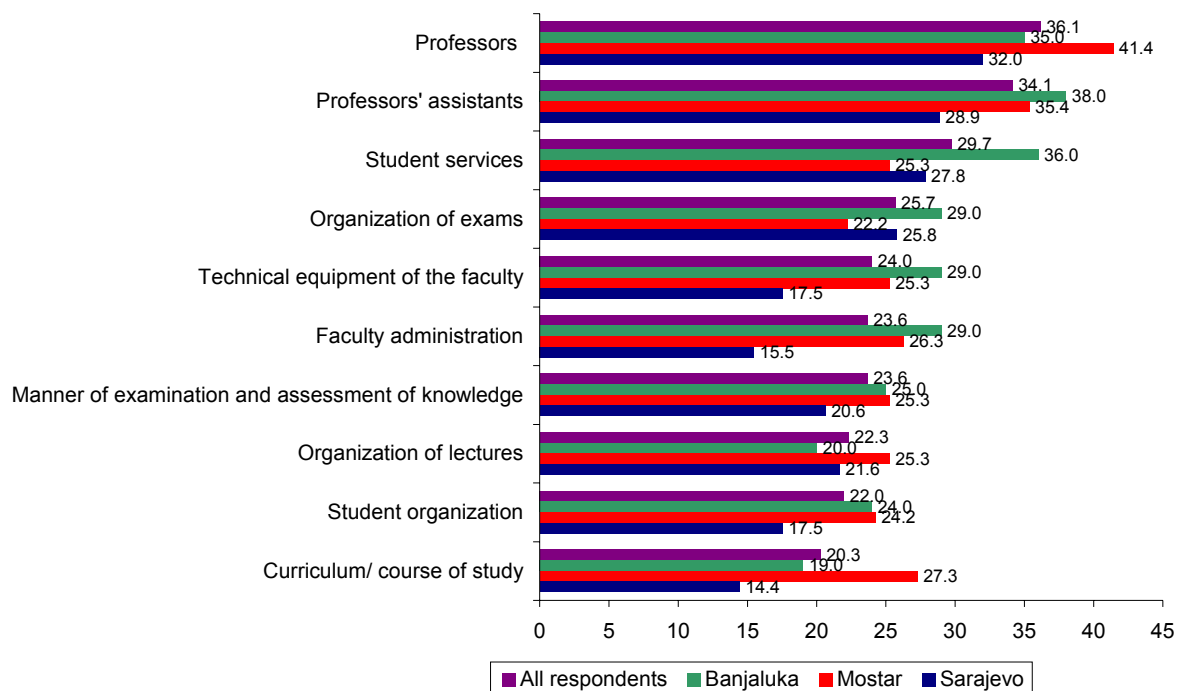
If we look at the evaluation of satisfaction with individual aspects of the faculty/department mentioned in the survey, and compare this between universities, we find the following:

- Students are generally least satisfied with the curriculum and course program, as already mentioned, followed by the work of the student organizations, and the manner of organization of lectures and tutorials.
- Students of the University in Sarajevo are least satisfied with curriculum and course program.
- Students of the University in Sarajevo generally are more stringent in expressing level of satisfaction than are students from the other two universities.

- Students at the University in Banjaluka express greater satisfaction with the work of student services than do students at the University in Mostar and the University in Sarajevo. Students at the University are significantly more satisfied with their professors than students at the other two universities.

A more detailed presentation of the findings described above is given in the following graph.

P3. To what degree are you satisfied with the following factors at the faculty / department where you are currently studying? - Comparison by university



Evaluation of objectivity of system of assessment of student knowledge

In the majority of cases (80.4%), students of the various universities in B&H consider that the evaluation of student knowledge is generally objective. Even though there is a relatively high percentage of those coming from different universities who consider that assessment of student knowledge is somewhat objective, it needs to be said that students of the University of Mostar are the most convinced of this (94.9%). Students of the Banjaluka (72%) and Sarajevo (74.2%) universities consider student assessment to be objective to the same degree.

In terms of ethnicity of respondent students, where the comparison was based on the being or not being of Bosnia ethnicity at the University in Sarajevo, there are no significant differences in terms of the evaluation of the objectivity of the examination and assessment of student knowledge system.

One-third of all interviewed students claim that they have never personally been present in a situation where the examiner (professor, assistant) did not apply the same criteria of knowledge assessment to all students present (32.4%). There are significantly more of those that do not have experience of such a situation among those from the University in west Mostar (51.5%) than those from the other two universities. Among those that did not have

such an experience but have heard about it, there are significantly more students from the University of Sarajevo than from the other two universities. Table 6 presents the frequency of responses by individual universities in relation to the above described situation.

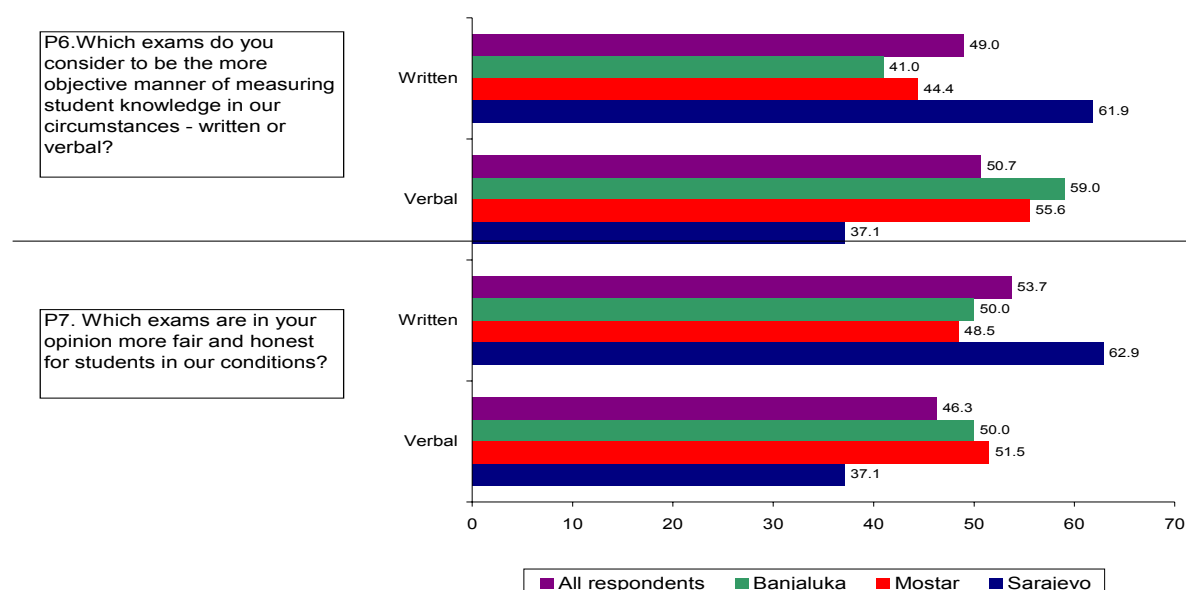
Table 6. Direct or in direct experience of application of different assessment criteria for different students - presentation of frequency of responses

P05. HAVE YOU EVER PERSONALLY BEEN PRESENT WHERE AN EXAMINER (PROFESSOR, ASSISTANT) DID NOT APPLY THE SAME ASSESSMENT CRITERIA FOR ALL STUDENTS PRESENT AT AN EXAMINATION?								
Responses	TOTAL		UNIVERSITY					
	All respondents		Banjaluka		Mostar		Sarajevo	
	N	%	N	%	N	%	N	%
I have never been present in such a situation in an exam	96	32,4	27	27	51	51,5	18	18,6
Yes, once or twice I have been present in such a situation in an exam	95	32,1	37	37	22	22,2	36	37,1
I have not been present in such a situation in an exam but I have heard about it	57	19,3	22	22	5	5,1	30	30,9
Assessment of knowledge at my faculty is completely un-objective	30	10,1	9	9	10	10,1	11	11,3
I have neither been present or heard of such a situation	17	5,7	4	4	11	11,1	2	2,1
No answer/refuses	1	0,3	1	1	0	0,0	0	0,0
Total	296	100	100	100	99	100	97	100

In terms of the ethnicity of students, among those that have never been present in a situation where the examiner did not apply the same criteria of knowledge assessment to all students present, there are significantly fewer of those of non-Bosniac ethnicity (7.4%), than Bosniacs (22.9%) (but it is necessary to keep in mind the relatively small samples by ethnicity - Bosniac N=70 and Non-Bosniac N=27).

Other than the factor of the examiner's approach to the exam situation, it can reasonably be assumed that the exam situation itself can have an impact on the level of objectivity in the assessment of knowledge. We asked respondents which of the two basic forms of exams, written and verbal, they consider more objective in measuring knowledge; and which form is fairer to students in B&H conditions.

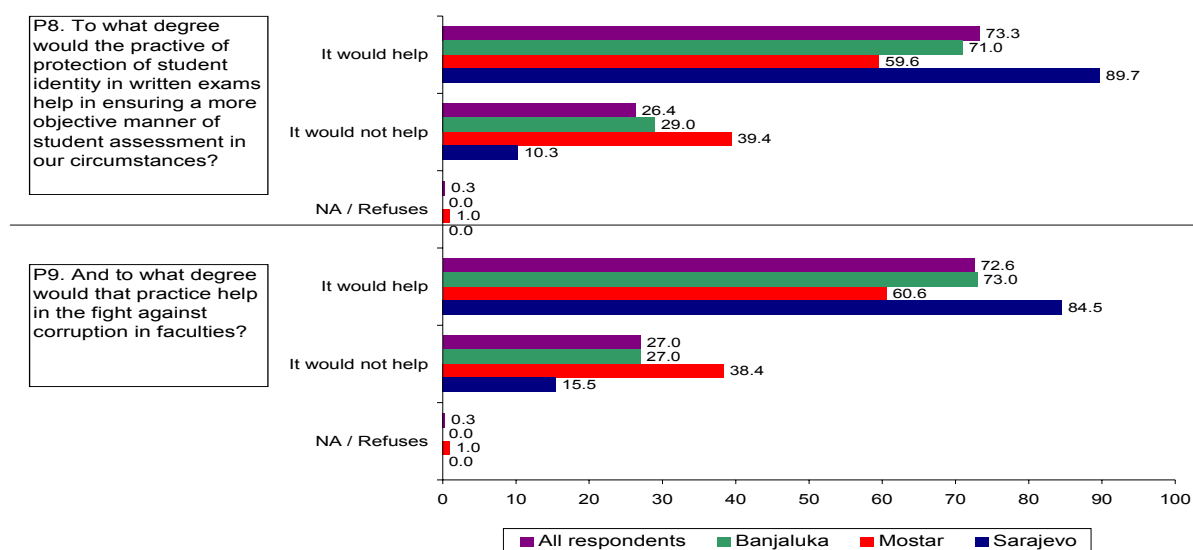
In the following graph it is evident that students generally consider both written and verbal exams as equally objective, and equally fair to students in B&H conditions.



Written and verbal examinations of student knowledge are evaluated by students interviewed at the universities in Mostar and Banjaluka as being equally objective, and equally fair in B&H circumstances. Only students at the University in Sarajevo consider that written exams are a somewhat more objective and fair way of assessing student knowledge than are verbal exams.

Protection of student identity

The majority of students interviewed consider that the introduction of the practice of protection of student identity in written exams would help in the sense of attaining a higher level of objectivity in assessing student knowledge (73.3%). Students at the University in Sarajevo have the most confidence in this measure (89.7%), and least of all those at the University in Mostar (59.6%), although in their case also the majority express support for this measure. Students express a similar opinion in relation to the stopping of corruption at faculties through this practice of protection of student identity. The majority of students interviewed (72.6%) consider that the introduction of this practice would lead to greater objectivity in assessment and decrease corruption. Again, students from the university in Mostar are somewhat more skeptical on these points than are their peers in the other two universities.



Method of assessment

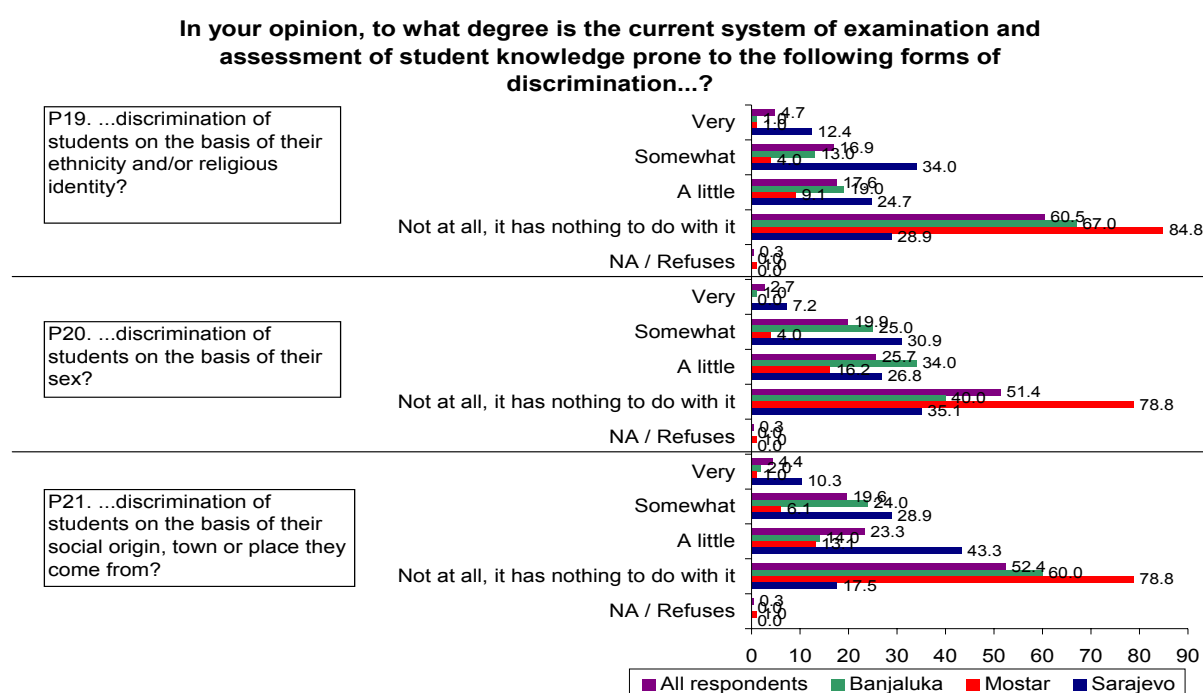
In terms of the preferred method of assessment, whether one exam at the end of the year, or ongoing assessment, most consider that ongoing assessment would result in greater objectivity in the assessment of student knowledge. Ongoing assessment is somewhat less attractive as a means of achieving greater objectivity in the evaluation of student knowledge in the view of students of the University of Mostar than in the case of students at universities in Sarajevo and Banjaluka. As a primary measure of student knowledge, exams are still the most preferred option, followed by attendance, and work in tutorials or lectures. Term papers are a somewhat less preferred form of assessment of student knowledge.

Discrimination

We sought to consider the problem of discrimination in the education system from several different aspects – from relating this problem with the system of assessment, as too from the aspect of direct or indirect individual experience with certain forms of discrimination.

Respondents were firstly asked their opinion about to what degree the current system of assessment, examination and grading of student knowledge was prone to various forms of discrimination, such as:

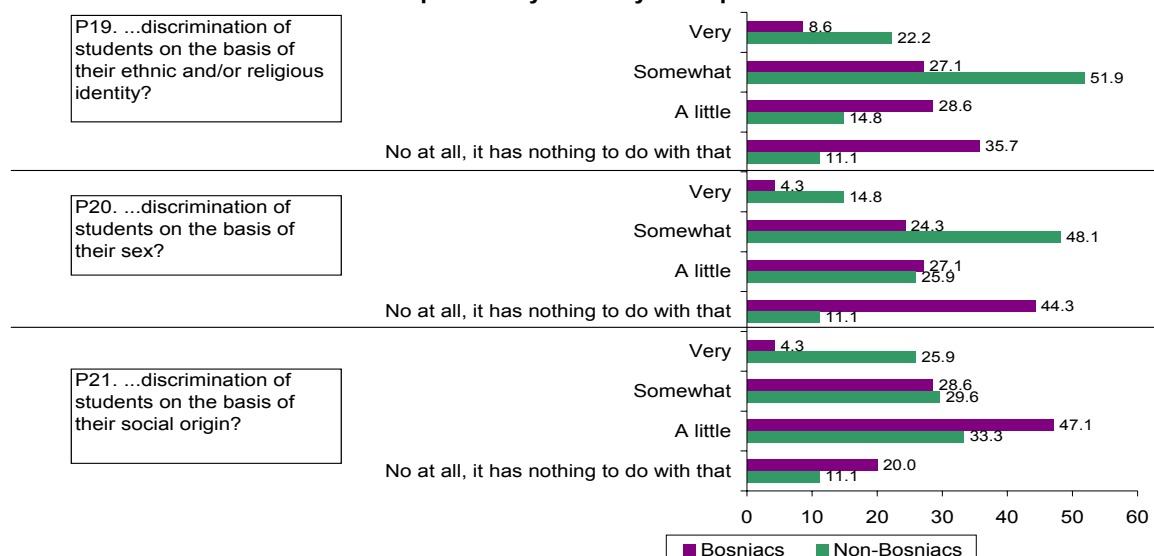
- a) discrimination on the basis of ethnicity or religious identity
- b) discrimination by sex
- c) discrimination on the basis of social origin, city or state from where student originates.



As is evident from the graph above, for all three forms of discrimination, students in greatest measure consider that none have any relation to the current system of assessment. However, ¼ of all students, for each of these forms of discrimination, consider that it is somewhat or very much related to the system of assessment. This means that every fifth student considers that the current system of assessing student knowledge is prone to some form of discrimination. Comparing the different universities, students of the University in Mostar are the most convinced that the current system of student assessment is not prone to various forms of discrimination; while among those that consider that these two factors are related there are the highest number of those from the University in Sarajevo. It is interesting to look at the differences in between members of various ethnicities, as shown in the graph below.

In your opinion, to what degree is the current system of examination and assessment of student knowledge prone to the following forms of discrimination...?

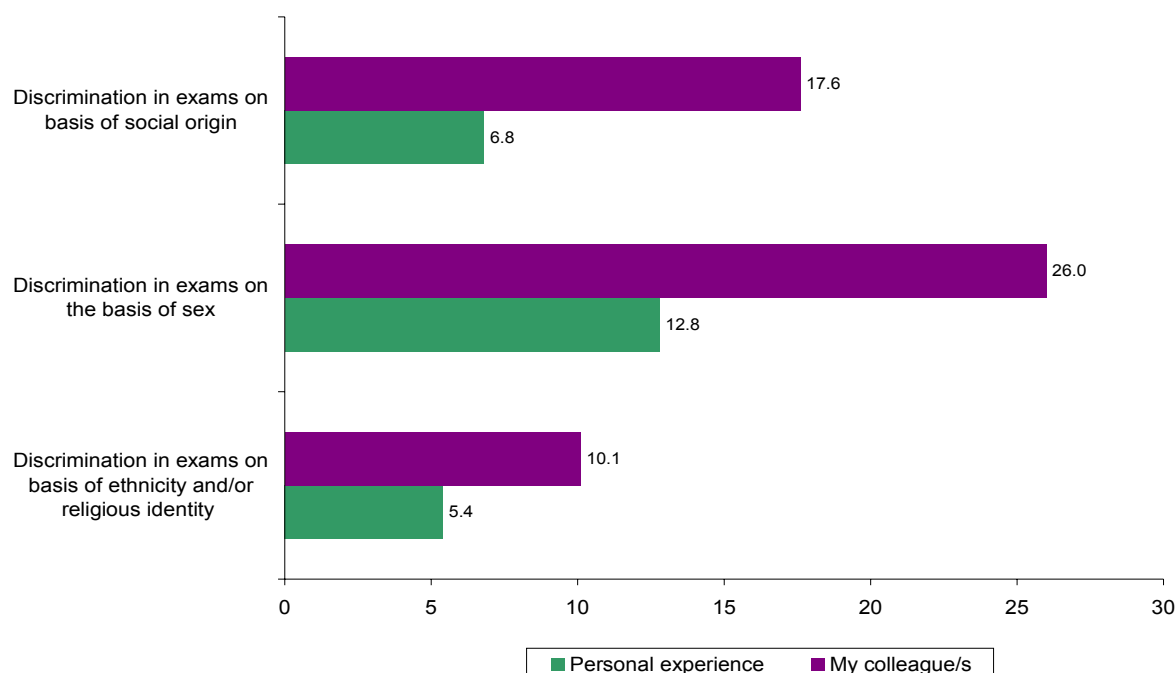
Comparison by ethnicity of respondent



It is evident that students of non-Bosniac ethnicity, to a significantly greater degree than Bosniac respondents, consider that the current system of assessment of student knowledge at faculties of the University in Sarajevo is subject to various forms of discrimination such as ethnic or religious discrimination, sex discrimination, and discrimination by social origin.

In terms of direct or indirect experience with individual forms of discrimination, respondents were presented with 3 forms of discrimination, on the above described basis, and for each of these forms we asked respondents to tell us whether they directly (personally) or indirectly (through a colleague) had experience. Regardless of whether we look at the overall responses of all respondents, or we look at comparison by ethnicity of respondents, there are a higher percentage of those that report of indirect experience for all three forms of discrimination looked at.

P21. Direct / indirect experience with various forms of discrimination?



There is the highest percentage of all respondents, regardless of which university they attend, and regardless of ethnicity, that report indirect experience/knowledge of discrimination based on sex (26%). In relation to direct experience of discrimination, this form of discrimination is the most common (12.8%). If we look at the experiences of members of different ethnicities, for all of the given forms of discrimination, members of non-Bosniac ethnicities report in greater measure direct experience with each of the given forms of discrimination than do Bosniac respondents.

In terms of personal experience, most non-Bosniac respondents report experience of discrimination on an ethnic or religious basis. In terms of knowing colleagues that had experience with some of the 3 forms of discrimination, there are again more of those of non-Bosniac ethnicity that report such indirect knowledge of discrimination experience in exams than do Bosniac respondents. Similarly, non-Bosniacs report of discrimination based on social origin most.

Corruption

Table 7. Presence of the problem of corruption at faculties attended - presentation of frequency of responses

P22. TO WHAT MEASURE WOULD YOU SAY THAT CORRUPTION IS PRESENT AT YOUR FACULTY OR COURSE OF STUDY?								
RESPONSES	TOTAL		UNIVERSITY					
	All respondents		Banjaluka		Mostar		Sarajevo	
	N	%	N	%	N	%	N	%
Yes, corruption exists in large measure at my faculty	63	21,3	12	12,0	9	9,1	42	43,3
Yes, corruption exists in my faculty, but to a small measure	64	21,6	17	17,0	22	22,2	25	25,8
I have heard that corruption exists at my faculty	77	26,0	36	36,0	23	23,2	18	18,6
No, there is no corruption at my faculty	24	8,1	15	15,0	6	6,1	3	3,1
Do not know	61	20,6	18	18,0	37	37,4	6	6,2
No answer/Refuses to answer	7	2,4	2	2,0	2	2,0	3	3,1
Total	296	100,0	100	100,0	99	100,0	97	100,0

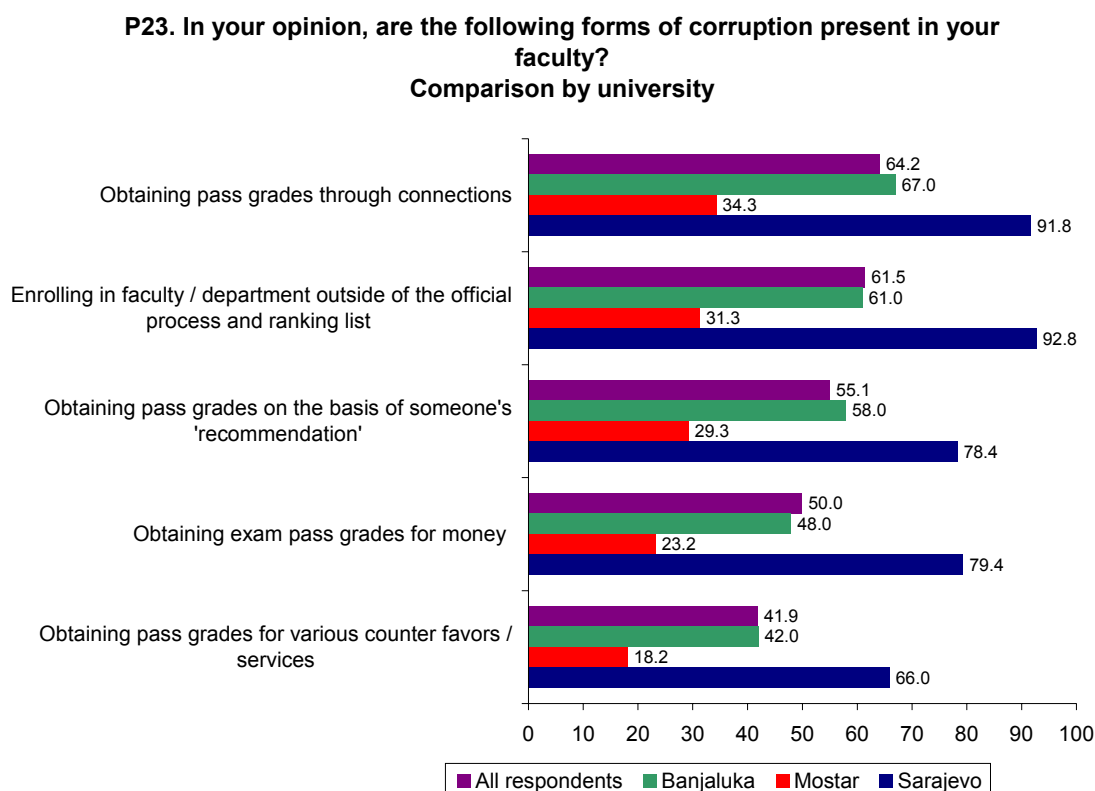
Presented in the table above are the frequencies of respondents that report the existence or non-existence of the problem of corruption at their faculties/departments, and comparison of the different universities in this regard.

As can be seen in the table above, somewhat less than a half of student respondents state that corruption is present in their faculties/departments to some degree. If we take into account the percentage of those who have heard of this from other people, then the total percentage of those who state that corruption exists as a problem in their faculty/department climbs to almost $\frac{3}{4}$ of all interviewed students. It is also necessary to take into account the relatively high percentage of those who did not know what to say in response to this question (one of five respondents), so it might be expected that there are a still higher percentage of those who know of reports of corruption.

Among students of the 3 largest universities in B&H, there are most students of the University in Sarajevo that report of the presence of corruption at their faculty where almost $\frac{2}{3}$ of all students from this university claim that corruption is somewhat present at the faculty they attend.

Students of non-Bosniac ethnicity believe to a significantly greater measure that corruption is a problem at the faculty they attend than do students of Bosniac ethnicity.

In further analysis we went a step further than the general evaluation of the presence of corruption as a problem in faculties. We asked about individual, concrete forms of corruption in the aim of trying to establish to what degree these are a problem in individual universities in the opinion of students, and to what measure they are present in faculties in B&H.



In the opinion of students, all listed types of corruption are present to an equal measure in faculties in B&H; while the most common form of corruption is considered to be obtaining a pass grade on an exam through contacts, and enrolment in the faculty/department outside of the official ranking process – almost 2/3 of all interviewed students state that these forms of corruption are present in their faculty. As already mentioned, in the opinion of students, corruption is evidently most present at faculties of the University in Sarajevo, particularly in relation to the two above-described forms of corruption. Half of the students of the University in Banjaluka interviewed report the presence of corruption in the form of pass grades given for counter favors, through contacts etc. One in three students from the University of Mostar report the most common form of corruption in the form of pass grades through connections.

Among non-Bosniac respondents, there are somewhat more of those who consider that corruption in the form taking money and various counter-favors for pass grades in exams is more common at their faculties/departments than among Bosniac respondents.

Every fourth student interviewed reports that they know of students in their faculty who were given a pass grade in an exam for money, counter favor, or something similar; similarly for enrolment in their faculty. There are the most such students at the University of Sarajevo, and least among students of the University in Mostar. Among those who know someone that obtained a pass grade in an exam in this way is significantly higher among non-Bosniac ethnicities than Bosniacs, where more than half of all non-Bosniac respondents know of someone that has passed an exam for money or a counter favor.

This particularly critical stance of the students of the University in Sarajevo is, in our opinion, a reflection of greater openness in giving responses compared to students from the Banjaluka and Mostar universities rather than an actual marked difference in the perception of corruption.

It is interesting to look at the differences between different universities in terms of interviewed students' attitudes towards the work of professors at the faculties they attend.

Table 8. Opinion of interviewed students about the work of professors at the faculties they attend - presentation of frequency of responses

P26. WITH OF THE FOLLOWING STATEMENTS WOULD YOU AGREE WITH MOST?								
RESPONSES	TOTAL		UNIVERSITY					
	All respondents		Banjaluka		Mostar		Sarajevo	
	N	%	N	%	N	%	N	%
All professors at my faculty do their jobs well (honestly)	18	6,1	6	6,0	10	10,1	2	2,1
Most of the professors at my faculty do their jobs well (honestly)	119	40,2	32	32,0	71	71,7	16	16,5
Many of the professors at my faculty do their job well (honestly), but there are those who do not do their job well (honestly)	109	36,8	40	40,0	13	13,1	56	57,7
There are an equal number of those professors who do their job well (honestly) and those who do not do their job well (honestly)	26	8,8	16	16,0	2	2,0	8	8,2
There are more professors at my faculty who do not do their job well (honestly) than those who did it well (honestly)	19	6,4	4	4,0	0	0,0	15	15,5
None	2	0,7	2	2,0	0	0,0	0	0,0
Refuses to answer	3	1,0	0	0,0	3	3,0	0	0,0
Total	296	100,0	100	100,0	99	100,0	97	100,0

Students at the University in Mostar are the most numerous in terms of their belief in the honest work of professors at the faculties they attend. University in Sarajevo students express the least level of confidence in this respect, where the percentage of those who do not consider the work of their professors to be honest is significantly higher than at the other two universities.

Table 9. Existence of the problem of corruption at faculties attended compared to other faculties - presentation of frequency of responses

P27. IN YOUR OPINION, IS CORRUPTION AT YOUR FACULTY LESS, MORE, OR EQUALLY PRESENT AS IN OTHER FACULTIES OR DEPARTMENTS?								
RESPONSES	TOTAL		UNIVERSITY					
	All respondents		Banjaluka		Mostar		Sarajevo	
	N	%	N	%	N	%	N	%
Corruption at my faculty is equally present as in other faculties/departments	114	38,5	29	29,0	19	19,2	66	68,0
Corruption at my faculty is present to a lesser degree than in other faculties/departments	134	45,3	64	64,0	52	52,5	18	18,6
Corruption at my faculty is more present compared to other faculties/departments	20	6,8	5	5,0	2	2,0	13	13,4
No answer/Refuses to answer	28	9,5	2	2,0	26	26,3	0	0,0
Total	296	100,0	100	100,0	99	100,0	97	100,0

Compared to other faculties, almost every second student considers that corruption is present in their faculty to a smaller degree. Students of the University of Mostar consider this to be the case more so, while students at the University in Sarajevo consider that corruption in the faculty they attend is at the same level as in other faculties.

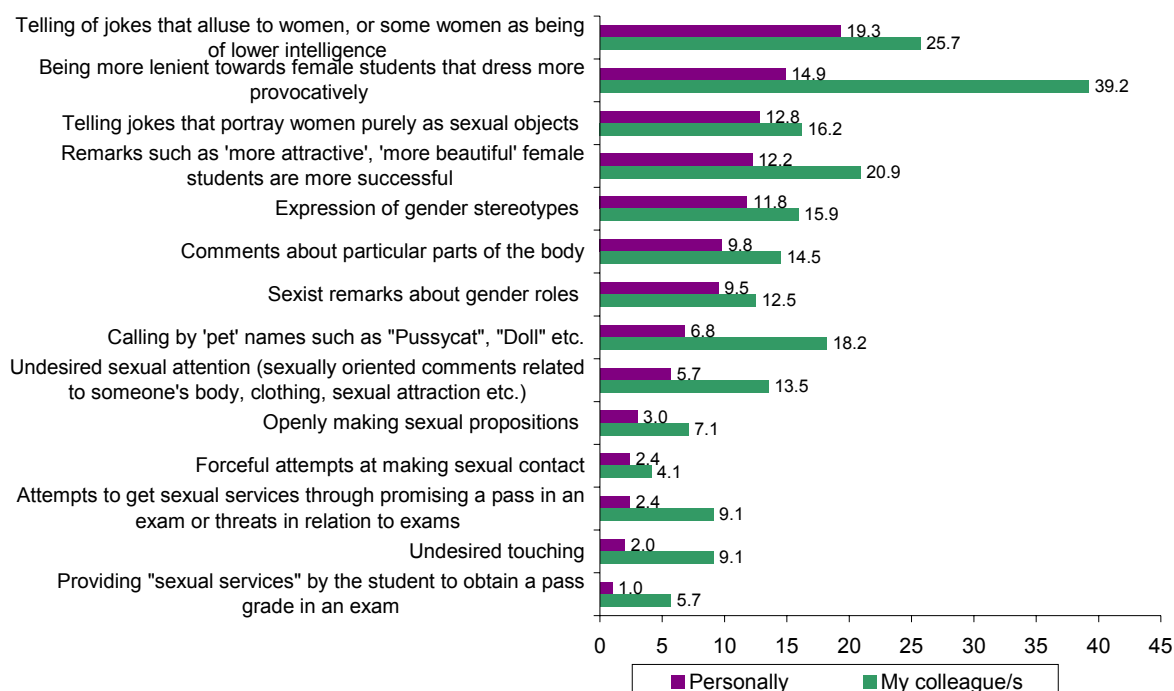
In the aim of discovering as many factors as possible that may have effects on the appearance and maintenance of corruption in faculties, we presented respondents with a list of reasons that more or less affect the prevalence of corruption at faculties. Most students interviewed consider that the general situation in society, non-functioning of the rule of law, passivity of government in response to the problem of corruption, and the mentality of people, are all factors that in the greatest measure create and sustain conditions for the presence of corruption in university faculties. In comparing the attitudes of students from the different universities, it is evident that students from the University in Sarajevo hold the most rigid attitude toward these reasons; whilst students from the University in Mostar seem the most flexible, while those from the University in Banjaluka express the most moderate stance.

Sexual harassment

Sexual discrimination and harassment of students we identified as one of the most undesirable forms of behavior of teaching staff at faculties. In the sense of sexual harassment we mean undesirable behaviors of a sexual nature or other behaviors based on gender that infringes on the dignity of students in the course of their studies.

For the purpose of gaining a clearer insight into the prevalence of this problem in universities in B&H, respondents were presented with a series of categories of undesirable behaviors that are forms of sexual harassment and abuse. For each of the given categories respondents were asked to state whether they had direct or indirect experience.

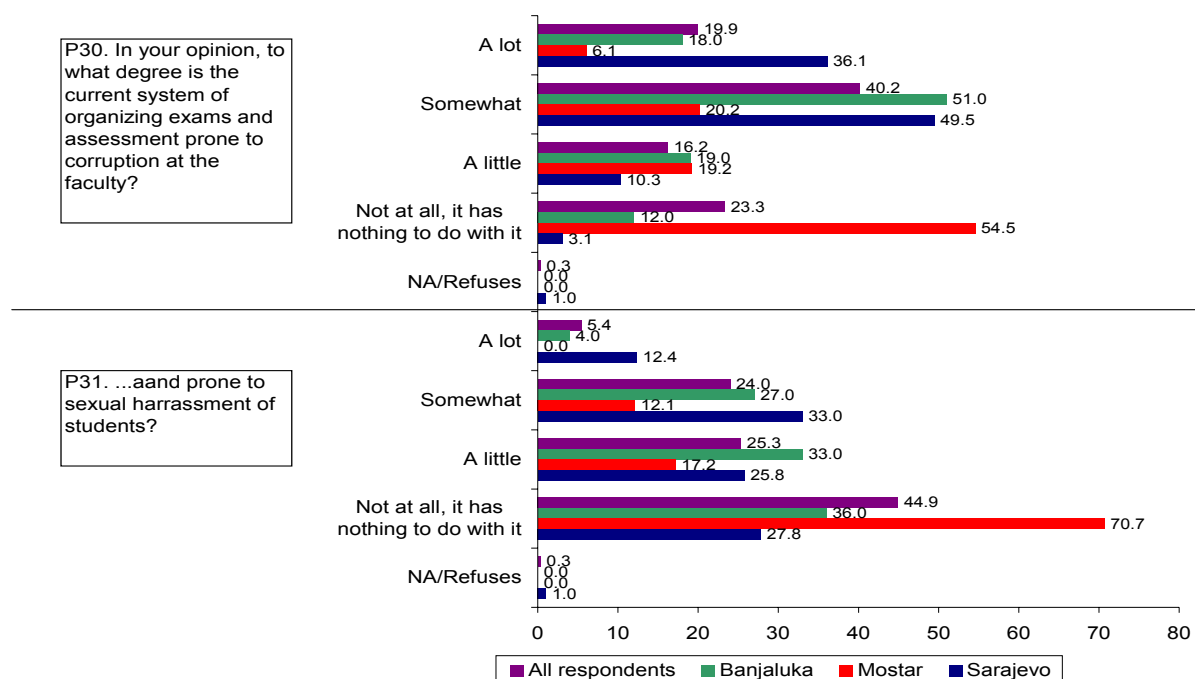
P29. Have you or your student colleagues experienced any of the following forms of undesirable behavior?



As might be assumed, for each of the listed categories there is a significantly higher percentage of those that mention indirect experience, through people that they know, rather than having the experience personally.

The most frequent forms of sexual harassment are: insulting female intelligence, or treatment of females as sex objects through telling of inappropriate jokes, milder criteria toward female students who dress provocatively, etc. The last mentioned form of sexual discrimination is mostly in the form of indirect experience where some 40% of interviewed students state that they know a person that has had such an experience.

In terms of comparison by respondent ethnicity, there are no significant differences between those that have experienced direct or indirect sexual discrimination or harassment, other than being 'more generous' to female students who dress more provocatively where there are significantly more Bosniac students that confirm experience of this type (where one in four state they have had this experience) than is the case with students of non-Bosniac ethnicity.



In the same way that we were interested in the possible correlation between the system of assessment and the prevalence of discrimination, we wanted to learn the opinions of students about the degree to which the current system of organizing exams and student assessment is 'suits' corrupt practice and/or sexual harassment at universities.

In relation to corruption, over half of students interviewed consider that the current system of organizing exams and assessment of student knowledge to a large degree or at least somewhat contributes to the presence of corruption at faculties. In this case also students of the University in Sarajevo are most convinced, while those from the University in Mostar are the least skeptical of the negative effects of the current system.

Most students interviewed consider that the existing system of organizing exams and assessing student knowledge contributes to a small degree or not at all to the prevalence of sexual harassment.

Conclusions

1. In a total of 26 different subjects at 3 different faculties we found the effect of ethnicity in 11 subjects, while the effect of gender was found in 10 different subjects. Of all of the 26 different subjects, both effects were found in 10 subjects. In 6 subjects in total, we confirmed the effect of gender or ethnicity on average grades (in written or verbal parts of exams).
2. Students in B&H consider that the manner of organizing exams and corruption in the enrolment process are two of the most important issues facing their faculties currently.
3. In relation to satisfaction with the quality of study at the faculty or department of which they are a student, three-quarters of students interviewed report that they are somewhat satisfied with this aspect of their course of study (73.6%). In terms of which university they are from, those expressing the most satisfaction are students from the University of Mostar (89.9%); while students interviewed from the University of Banjaluka express the least satisfaction (61%).
4. In most cases (80.4%), students from different universities in B&H consider that the testing of knowledge of students is generally objective.
5. Students generally consider that written and verbal examination methods are equally objective and equally fair to the student in the prevailing circumstances; although students of the University of Sarajevo express a preference toward written examinations.
6. In terms of the preferred manner of assessment between one examination at the end of the year or continued assessment or continuous assessment, most students interviewed consider that the latter could achieve greater objectivity in the assessment of student knowledge.
7. Still, as the primary criteria or measure of student knowledge, examinations were the most preferred option.
8. One in five interviewed students considers that the current system of evaluating knowledge is prone to some form of discrimination.
9. As expected, there are more reports about indirect experiences with various forms of discrimination.
10. Somewhat less than half of all interviewed students state that corruption is present in their faculties to some degree.
11. The most frequent form of corruption reported is giving of pass grades through connections, enrolment in the faculty/department outside of the ranking list by enrolment process and criteria. Almost 2/3 of all students interviewed report that these two forms of corruption are present at their universities.
12. The majority of students consider that the general situation in society, the non-functioning of the rule of law, the passivity of government related to the problem of

corruption, and the very mentality of people, contribute in the greatest measure to the prevalence of corruption in faculties.

13. The most frequent forms of sexual harassment reported include the following categories of behavior: insulting female intelligence, treating the female sex purely as sexual objects through telling of inappropriate jokes, or applying milder criteria for female students who dress provocatively, etc.

14. Over half of all students interviewed consider that the current system of organization of examinations and assessment of student knowledge either largely or partly contributes to the manifestation of corruption in faculties.

15. In relation to various universities, it is notable that there is the biggest differences in attitudes and reported experiences with corruption and discrimination at faculties is between students at the Sarajevo University and the University of Mostar, where the former have considerably more rigid attitudes and more experience with these two problems than do students at the University of Mostar report.

16. In comparing experiences with some forms of discrimination by ethnicity of student, we find that student of non-Bosniac ethnicity at the University of Sarajevo report to a significantly higher degree about indirect or direct experience of discrimination than do students of Bosniac ethnicity.